



**REPORT**  
**ON**  
**THE INSPECTION OF CHIEFS' COLLEGES**  
**1934**





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# INSPECTION REPORTS.

## AITCHISON COLLEGE, LAHORE.

I visited Aitchison College, Lahore, on Tuesday, Wednesday and Thursday, January the 23rd, 24th and 25th, 1934. The statistical and other information, which had been prepared by the Principal, Mr. C. H. Barry, much facilitated my work. Nawabzada Mir Saeed Alam Khan was associated with the inspection in his capacity of a political officer.

2. The College has many valuable assets. It is situated in a large estate of 175 acres; it possesses buildings and playing fields which, with certain adjustments, could accommodate a much larger number of boys; though contiguous to a populous provincial capital, the beauty of its surroundings cannot but delight every visitor; its climatic conditions during the cold weather can scarcely be surpassed, while even in the hot weather they are preferable to those of most places in the northern plains of India.

On the other hand, the College suffers from many disadvantages. Its buildings, though ornate, cannot be considered satisfactory on educational grounds. At the time of my visit, in spite of the provision of fires, the classrooms were cold and cheerless to a degree; the lighting (both natural and artificial) was inadequate. My predecessor was similarly impressed by these limitations and suggested that, on cold mornings, the classes should be held outside in the sun, but the adoption of this proposal would be attended by difficulties even greater than those which might be removed.

Though the plinth area of the buildings is large, the actual accommodation is limited, as there is much space which cannot be utilised. In consequence, the science laboratory is inadequate; and the library consists of a few almirahs in a boarding house, in which are stored a few not altogether suitable books. There is no masters' common room, which is essential to the building up of a corporate spirit among the staff and to promoting discussions and interchange of thought and experience.

The College is much handicapped by the fact that many pupils do not attend the summer session; not only is the progress of individual pupils retarded, but class-work is seriously embarrassed. A large portion of the autumn session is sacrificed to repeating the work of the previous session in order to restore a semblance of equality between those who attended and those who had not attended the previous session.

Though the boarding houses possess many attractions, they seem to be more in keeping with a commodious hotel than with an up-to-date school. Apart from the inevitable extravagance entailed, it must be well-nigh impossible to build up the corporate life and tradition which are essential, so long as boys reside either separately or in pairs in suites of rooms and also provide separately for most of their general needs.

This defect has been accentuated in the recent past by the very prevalent practice of supplementing class instruction by private tuition imparted by private tutors who had no *locus standi* in the College. The more the boys depend upon extraneous aid for passing their examinations, the more do they neglect their class-teaching and the more do they tend to live isolated lives, unaffected by college influences and by contact with each other. Another unfortunate effect of this practice is that masters tend to regard private tuition as of greater importance than class-teaching.

3. But the main disadvantage from which Aitchison College has always suffered, and from which it now suffers in an even more marked degree, is its minute enrolment. At the time of my visit, there were only 75 boys on the roll and of these 25 were day pupils and 30 were scholarship holders. It is disturbing that, on account of many reasons, the enrolment has declined from 103 in 1929-30 to 75 in 1933-34. Even more disturbing is the fact that, during each of the last six years, with one solitary exception, the number of

withdrawals has exceeded the number of admissions; in 1931-32, there were eight admissions as against 32 withdrawals. Even if, however, the enrolment were raised to its high water-mark of 110 in 1927-28, this increased number would be insufficient for either the economical or efficient organisation of a school. Good class-teaching is difficult of attainment; a wide sphere of teaching activities is beyond the realm of practical politics; extra-mural activities, debating and literary societies and the like are penalised by a poverty of personnel. The smaller boys must be intermingled with the older boys and both alike suffer. A suitable organisation of games, with these small numbers, becomes an impossibility. If, for example, promising small boys are compelled to play prematurely with the bigger boys, merely in order to supply the requisite total for the playing of a game, they inevitably tend to become admirers rather than players.

4. In common with other colleges of this type, admissions are dependent upon social considerations, but Aitchison College differs from other such institutions in two material respects:

- (a) The College is connected more with British India than with Indian States. There are now only 21 boys from Indian States as against 54 from British India;
- (b) Only eleven boys are sons or relatives of Ruling Chiefs; of these seven are from the Simla Hills, who do not ordinarily attend the summer session.

Thus, most of the boys attending the College are from among the territorial aristocracy of the Punjab, a class which is suffering grievously from economic depression.

Apart from the doubt whether, with the continuance of present conditions, the College will enjoy even the limited support which it has received in the past, it is at least open to question whether an exclusive and separate institution is in keeping with the needs of an advancing India. Many families, which have supported the College in the past, are sending their sons elsewhere to school; it may be that a desire for a wider environment has influenced them in making that decision. It is significant that Rajkumar College, Raipur, has already taken steps to liberalise its system of admission; and that Rajkumar College, Rajkot, has associated with itself the Scott College, which has hitherto catered for a different clientele.

5. Aitchison College is handicapped by its exclusiveness, not only in its admission of boys but also in its staff. I understand that, apart from the Principal and the physical training teacher who have recently been appointed, the only member of the staff who has served in another institution is one whose services were lent to another Chiefs' College for a single year. Moreover, only three members of the staff out of a total of twelve have received professional training. There is danger that teaching and other activities will fall into a rut and that masters will remain unaffected by new ideas and by new methods.

The Principal has already taken steps to counteract this defect. Fortnightly staff meetings are now held, when possibilities of improvement are discussed and the progress of each individual boy is reviewed. Class and subject syllabuses have also been prepared, so that the exact amount of ground which each class is expected to cover is at least known both to the teacher concerned and to those who will teach the boys in succeeding years. Similarly, preparation syllabuses and time-tables have been carefully prepared with a view to regulating the home-work of the boys. The Principal also strives personally to supervise the class teaching, but not to the extent which he would desire and which, in my opinion, is necessary. These innovations are in the right direction, but it is pertinent to wonder how teaching fared in the past in the absence of these essentials in school organisation.

I do not agree, however, with my predecessor's suggestion that members of the staff, who are untrained, should be deputed for training. After ten or fifteen years of teaching, a man's powers of adaptation have weakened and his habits have hardened.

6. The general scales of salary compare favourably with those obtaining in the ordinary schools of the Punjab, but are not excessive in view of the importance of the institution and of the manifold duties which members of the staff are expected to perform. The only question is whether the present incumbents possess the qualifications and the competence to justify their comparatively high emoluments. I am doubtful whether this is so in a number of instances. What astonished me most was the limited attainments of many masters. I suggested to the Principal that, in the lower classes in particular, class teachers would be preferable to subject teachers. He agreed with me, but contended that he could not carry out this salutary suggestion because many teachers are unable to teach more than one or two subjects, even to small boys.

7. The financial position of the College cannot but cause grave concern. The reduction of an annual deficit from Rs. 12,224 in 1931-32 and from Rs. 11,696 in 1932-33 to approximately Rs. 5,000 in the current year reflects credit on the Principal, but a closer examination of the position will remove all justification for complacency.

Some of the recent retrenchments have been salutary, but a number of them can be regarded only as temporary and unfortunate expedients to meet a serious emergency. The European staff has been reduced in number from three to two by the departure of Mr. Brotherton. Vital interests are being starved. The class-room equipment is in sore need of renewal; the provision of class-libraries is urgent; the repair of buildings and roads has been long overdue; the electrical wiring and installation should be renewed; the playing fields (once the glory of the College) have been allowed to fall into disorder. Unless these essential improvements are to be further postponed, there is imminent danger of a deficit of Rs. 30,000 in the next year with the result that the loss on the running of the College will amount to over half a lakh in the short space of four years.

8. While, therefore, there is little or no possibility of a further reduction in expenditure, it is equally difficult in present conditions to anticipate an increased revenue. A disquieting feature of the situation is the comparatively small proportion of the revenue which is met by fees. Indeed, the income from grants and donations (Rs. 55,950) actually exceeds the total income from fees by Rs. 9,000. The continuance of the former source of revenue cannot be regarded as assured; and the endowments of the College are negligible.

Even the small endowments, which exist, are earmarked for the payment of scholarships. Indeed, the total income from scholarship endowments *plus* the total income from other College investments falls short of the total loss of fee income from scholarship holders by approximately Rs. 10,000. Thus, in addition to possessing no effective endowments, the College has to start with an obligation annually to provide a sum of Rs. 10,000 before it begins to estimate its normal expenditure.

In these circumstances, it is not surprising that the temptation of admitting boys, however unsuitable, and of thereby expanding the revenue is rarely resisted. In every class-room which I visited my attention was drawn to the wide disparity in the ages and attainments of the pupils. I examined orally in English the Diploma class, but the boys were so varied in capacity that they could easily have been distributed between three classes. No school can be healthy unless boys are admitted at much the same age and with much the same attainments.

9. The only way out of the present financial impasse, as also of the educational impasse, is a considerable increase in numbers.

In the organisation of an educational institution, it is essential first to decide what is the economic unit. In Aitchison College, with its seven classes or forms, the economic unit would approximate 170 boys on the assumption that each class shall contain an average of 25 boys. If parallel classes are to be instituted (and such classes should be started from the bottom and be repeated in succeeding years in each higher class), the next economic unit would approximate 340 boys. Thus, the cost of providing instruction for 170 boys would not be materially greater than the present cost of providing for



75 boys. It is significant that, in the matter of residential accommodation, the third boarding house, which (with suitable adaptations) could accommodate about a hundred boys, is lying vacant.

10. The main problem which confronts the authorities of the College is, therefore, how to increase the numbers from 75 to 170 boys; otherwise, in my opinion, the College is doomed. Even if the financial situation could be restored by means of liberal donations (these should be continuous, not spasmodic), the educational conditions necessary to success would not have been supplied.

My associate, Nawabzada Mir Saeed Alam Khan, will be more competent than myself to offer an opinion whether this increased enrolment can be provided from Indian States and, in particular, from among the families and relatives of Ruling Chiefs; the present statistics do not warrant optimism in this respect.

It is equally hazardous to predict that, in existing conditions, the territorial aristocracy will be able to supply the requisite increase in the number of boys. Even if they could do so, it is doubtful whether the education of their sons would be such as they themselves desire or would be desirable.

11. I understand that plans for reconstructing the College are under consideration, but have not been acquainted with their purport. If (as seems to me inevitable) the intention is to liberalise the scope of admissions, care should be taken in regulating new admissions; and those classes, who are now entitled to receive admission, should continue to receive preference. But my main contention is that, even if the conditions of admission were liberalised, there is little hope of a largely increased enrolment, unless the College can provide training and teaching which are far superior to what obtains in the ordinary schools and colleges and which will be suitable for the directing classes of the future.

12. The first essential is to curtail the expenses of school life. The actual college fees, the rates of which have recently been revised and are now graduated in accordance with the age and school status of the boys, with a maximum of Rs. 85 per mensem, are incapable of reduction, but the main burden on parents is imposed by the personal expenditure of the boys. The Principal has estimated the total cost to parents at about Rs. 2,500 in the case of the older boys and of a somewhat smaller amount in the case of the younger boys.

Whether the rules of admission be liberalised or not, it is optimistic to anticipate a largely increased enrolment, unless an inclusive fee of Rs. 1,800 per annum at most can be charged.

Besides eliminating the previous practice of widespread private tuition, the Principal has already striven to reduce personal expenditure in a number of directions. A graded maximum scale of pocket money has been introduced; the management of the College Shop has been improved; the private servants of the boys have been brought under some measure of control.

13. A more important innovation has been the introduction of the dormitory system in respect to the younger boys, and the appointment of a specially qualified matron who supervises the arrangements for their health, welfare and comfort. The clothes and expenditure of these boys are now entirely under College control; and their private servants have been replaced by servants controlled and paid by the College. An extension of these arrangements is essential to the reduction of expenditure; it is even more essential to a well-organised school life for the boys. It is significant that "common messing and dormitory systems" have recently been made compulsory for all in Rajkumar College, Rajkot.

14. Another salutary innovation is that the single English assistant master and the headmaster now undertake the duties of a housemaster as a part of their ordinary duties without extra allowance; with an increase in the senior staff this practice should be extended. The assistant housemasters are now primarily ordinary members of the teaching staff, but also assist in the supervision of the boarding houses, for which they each receive a small allowance. By these means the teaching and boarding arrangements have been brought into closer union with each other.

15. If the College is to progress and to increase in reputation, a higher standard of teaching is required. In the past, the maximum of effort has been represented by presenting a few candidates for the Diploma examination, which at best can only be regarded as equivalent to Matriculation—an examination which is often passed by boys in the ordinary schools at the age of fifteen or even younger. Moreover, the results achieved by Aitchison College in the Diploma examination have often been unsatisfactory. For example, in 1933 only nine out of 21 candidates were successful.

The Principal has already arranged to prepare boys (after passing the Diploma examination) for the Senior Cambridge examination, which exempts boys from one of the two years required for admission to the Intermediate examination of the University; and also for preparing boys for admission to the Indian Military Academy. This increased scope should be regarded as the minimum expected from a school of this type, if it is to be abreast with modern requirements. But even this modest scope cannot be attempted successfully, unless the staff is improved, though not necessarily increased. These improvements are dependent upon a larger enrolment.

It is possible that, bearing in mind the limited qualifications and capacity of many members of the staff, the College attempts a wider scope of teaching than is urgently required, especially in Hindi, Punjabi and Sanskrit—subjects which are taken by minute numbers of boys for a brief period of school life. In addition to the dislocation of class-work caused thereby, a superficial and brief study of a language is of doubtful value.

16. Though masters are generally anxious to improve in their methods of teaching and though, undoubtedly, progress has been accelerated by the satisfactory though belated introduction of class syllabuses and by better supervision, the general standards of teaching cannot be considered satisfactory.

As already observed, the progress of each class is embarrassed both by the absence of many boys in the summer session and by a distressing variety in the ages and attainments of the boys in each class. The numbers in each class being small, more individual attention is possible, and the boys should be encouraged to work for themselves under supervision rather than to listen. But if individual attention is to be closely allied with good class-teaching (an essential combination), considerable skill and knowledge of technique are requisite in the teacher. Constant supervision by the Principal is therefore essential.

17. In English, the oral work throughout is reasonably good, but more attention to oral expression is desirable in the upper forms; and the reading by many diploma candidates was weak. In the lower classes the reading book should be made the centre of instruction. It is also desirable to encourage private reading by the provision of class libraries. Such libraries should consist of books, which are easier in language than the reading books prescribed for a class in order that interest in reading shall not be discouraged by unnecessary difficulties of language. The same set of readers should be used throughout the lower classes. In all classes an attempt should be made to prevent errors by careful oral preparation; and in the lowest class particularly no careless written work should be permitted.

In mathematics, more attention should be given to careful oral preparation work not only for the purpose of providing rapid practice in "drill" but also in the teaching of new rules. Unless the ordinary processes of operation become automatic, the solution of problems and advance in mathematical knowledge are seriously handicapped. The system by which the highest class is given a problem paper for solution each week is admirable.

The general standard of physical training shows marked improvement. The latest methods have been introduced and in the course of time the beneficial effect of modern exercises should make themselves apparent; but there is still room for considerable improvement in general smartness and in the correctness of positions. Discipline is not yet satisfactory; and at least ten minutes of each period of half an hour should be devoted to physical training games.

G. ANDERSON.

*Educational Commissioner  
with the Government of India.*

*Dated the 7th May 1934.*

In accordance with the instructions of the Hon'ble the Agent to the Governor General, I carried out the inspection of Aitchison College, Lahore, on the 25th January together with Sir George Anderson, the Educational Commissioner with the Government of India, and discussed matters with him at length. Mr. Barry, the Principal, rendered valuable assistance by supplying all the requisite statistics. He impressed me as one whose enthusiasm for raising the standard of education in the College and for bringing its tone to the level of a really first-class public school was unbounded.

The Aitchison College possesses magnificent buildings and extensive playing grounds, which would not suffer by comparison with most of the public schools in England, but it suffers from lack of modernity. The class rooms are its worst feature—dark and cheerless and hardly conducive to studies. The Science Laboratory is very inadequately equipped. The library exists only in name.

The College as at present constituted seems to suffer from six fundamental defects, the gradual, if not immediate, elimination of all of which is necessary if the institution is to be placed on a sound footing :—

- (1) Paucity in number of pupils.
- (2) The inadequacy of instruction given in the College and its consequent weakness as an educational institution in the proper sense of the word.
- (3) The prohibitive cost of education in the College.
- (4) The communal mess arrangements which have become a feature of the institution.
- (5) The lack of community of interests between the College staff and the students.
- (6) Lack of funds.

(1) The number of boys in the College is 75. Out of this number 54 are from British India and 21 from Indian States. Again, out of these latter 21, only 11 are connected with Ruling Houses. Out of the Salute States there are only 3 boys who are sons of Ruling Chiefs and 2 are being expected\* from Bahawalpur.

It is interesting to observe that out of the total number of 75 boys, 25 are day pupils and 30 are scholarship holders.

The reason for this small enrolment is not far to seek. The College was originally established for (a) relatives of Ruling Chiefs, (b) sons of hereditary Darbais, (c) other boys of high social rank.

There is a very limited field in the Ruling Houses whence a large number of boys may be drawn, and in some cases where eligible boys are available Chiefs prefer to send them to other colleges such as Mayo College, Ajmer, or Dehra Dun, perhaps on account of the present low standard of education imparted at Aitchison College or the general deterioration of its tone. It is possible that a few boys will continue to join the College, but it seems doubtful whether enrolment will be appreciably increased by additional boys from Indian States, and especially from among the families and relatives of the Ruling Chiefs, in the near future.

Hereditary landlords do not exist in the Punjab in the same sense as in England, for the law of primogeniture is not applied and property thus keeps on diminishing by division at the death of each holder with the inevitable result that holdings have been reduced in many cases to microscopic fragments, the holders of which are unable to maintain their sons in college.

(2) The lowering of the educational standard must also affect the willingness of parents to send their sons to an institution where the instruction given is such as to unfit them for equal competition with the products of such educational institutions as Government College, etc. The Punjab aristocracy is not so happily placed as to be able to live merely for shooting and amusement: in fact, the opposite is the case. The large majority of the class for

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\* They have since joined the College.

which the college caters is financially speaking in a bad way ; unless these boys are provided with sound instruction in the college, their stay in the institution is bound to be a handicap to them rather than a help. The Diploma course of the College is not of a sufficiently high standard to enable the students to compete in public examinations for Government service or an Army career. The days of nomination to the superior services are gradually disappearing and the students of the College are therefore faced with the prospect of joining the army of the unemployed after having received an expensive but insufficient measure of instruction. The total number of boys who appeared from Aitchison College in the Diploma Examination during the last 44 years is 399, of whom only 261 have passed but not a single student has been placed in the first division. The result of 1932-33 remains unsatisfactory as only 9 candidates out of 21 were successful in passing the Diploma Examination. The poorer families of the landed gentry class prefer to send their boys to Government Colleges or other aided institutions where, though they cannot have the privilege of associating exclusively with boys of their own class, they will at least be given instruction enabling them to compete on equal terms with others. The popularity of the institution has therefore been greatly impaired and the immediate necessity, if the institution is to survive, is to induce students to come, but students will not come unless the education given in the College meets with their requirements in future life. The emphasis laid on other matters of special interest to the Chiefs like law and administration which are included in the curriculum for higher classes in Mayo College, Ajmer, should be extra. The fact that the boys come from aristocratic families should mean that they have additional interests and not that they require less knowledge.

(3) The cost of education at the College seems to me very disproportionate. In fact, the expenses at Aitchison College appear to be ever more than the normal expenditure at a good public school in England. No doubt some of the boys can afford it but most cannot, and this is also a potent factor in reducing the number on the rolls. Even in the case of those who can afford it, it seems to be unwise to encourage boys in expensive ways, for unless strict discipline and control of expenditure is maintained in early years, habits of extravagance, luxury, and lack of proportion in value would result in most cases. In the case of poorer members of the aristocracy expensive habits of magnificence, which they would falsely consider as being necessary to their class, are still more regrettable. The present cost to parents for each boy roughly comes to about Rs. 2,500 *per annum*.

(4) The communal mess arrangements now in vogue are admittedly bad, as the aristocracy has no justification for encouraging that kind of narrow-mindedness. Of course, it is difficult to change the system immediately, but the gradual elimination of the communal mess system should be attempted by establishing at least one cheaper hostel for all communities and encouraging students to join it.

(5) The lack of community of interests between the College staff and the students is a point of vital importance. At the present time the staff consists of Englishmen and Indians. We may leave the English staff aside, but so far as the Indian section is concerned it cannot be denied that the selection of masters is not from the same class as that from which the school boys are recruited. In the public schools and other aristocratic institutions elsewhere this is a point on which great emphasis is laid. A master at Eton comes generally from the same social class as his pupils, and unless this is done there will always be a tendency to sycophancy and flattery. I submit that a definite effort should now be made to recruit the masters from the landed aristocracy and I do not feel that there need be much difficulty in the matter. As to the English staff, it is a pity that the College authorities have now retrenched one English master owing to financial stringency as education in consequence of this is bound to deteriorate. There should be a larger English staff than at present if the efficiency of the College is to be maintained and its tone raised to the level of a really first-class public school ; besides, Chiefs do not seem to be inclined to send their relatives to an institution, which is not adequately staffed by English masters.

(6) The most disquieting feature, which agitates the mind of those closely connected with the institution, is its finance.

The Principal, Mr. Barry, has reduced the deficit from Rs. 12,224 in 1931-32 and Rs. 11,696 in 1932-33 to Rs. 5,300 in the current year by making drastic retrenchment in every possible way. These retrenchments cannot be allowed to become permanent without serious consequences both to the efficiency of instruction and to the College property. The English staff has been reduced in number from 3 to 2 and essential works of repairs to College buildings and roads, playing fields and electrical wiring, etc., are suspended. These cannot, however, be postponed indefinitely, but if they are taken in hand the College will be faced with a deficit of Rs. 30,000 next year. Thus it appears that the finances of the College are in a bad way and it may be said to be heading for bankruptcy.

The income of the College from fees is Rs. 46,000 and from donations, grants, subscriptions and from the income-earning Departments of the College, etc., is Rs. 55,950. Thus the latter income exceeds the former by Rs. 9,000 but donations and grants from Princes cannot be said to be constant or assured, nor is it sound finance to balance a budget on the strength of such variable income.

The total income from investments and endowments is Rs. 14,000 *per annum*, but this entire income is not enough to meet the cost in fees of scholarship-holders which amounts approximately to Rs. 24,000 *per annum*. Thus it would appear that there is a clear deficit under this head of approximately Rs. 10,000 *per annum* as an encumbrance on the College finances.

The intention of a scholarship is to enable a student to study at Aitchison College without having to pay fees of any kind. 30 such scholarships were endowed when the rate of fees was Rs. 25 *per mensem* and the interest on each scholarship was then sufficient to meet the loss of fee income. Since that date, however, the rate of fees has been considerably increased and now varies from Rs. 55 to Rs. 85 *per mensem*; but the total interest on Scholarship Endowments has remained constant. This means there is a dead loss on every scholarship amounting to Rs. 30 in the case of the minimum grade of fee and Rs. 60 in the maximum grade of fee.

The only solution appears to me to re-arrange the scholarship endowments and to re-allot the total interest to a smaller number of scholars. But before this can be done, certain legal difficulties will have to be surmounted as there is a Trust Deed in the case of each scholarship.

I am not competent to offer any suggestion as to how to extricate the college from the financial morass into which it has fallen, but it seems to me that unless financial assistance is forthcoming by way of grants-in-aid, donations or increase in fees the future of the institution is very gloomy.

A further increase in grants-in-aid does not appear to be justified in view of the small number of boys from Indian States and aristocratic families who take advantage of the institution. Donations appear to be on the decrease, as—apart from financial stringency—the Ruling Houses are taking less and less interest in the College; in a recent case the Maharaja of Jind has withdrawn his patronage by sending his sons to Mayo College, Ajmer. Increase in fees will only keep more boys away.

The only other alternative appears to be to liberalise admission and to reduce the scale of fees in order to attract a considerable number of boys from outside the limited class for which the College now caters.

The present staff of the College is sufficient to meet the needs of at least 200 boys. For 75 boys there are at present about 12 masters on the teaching staff apart from religious teachers and clerks, etc., and this number cannot be reduced because of the variations in the ages and capacities of pupils in each individual class. In the Government High Schools the minimum number of boys allotted to one teacher is 25.

Thus it would appear that by a largely-increased enrolment of boys in the College expenditure on teaching will not materially be enhanced, while income in fees will greatly increase.

As to accommodation, the three hostels can easily be converted to the "common messing and dormitory system", as has been introduced in Rajkumar College, Rajkot. Such conversion would entail very little expenditure and would provide accommodation for about 175 boys. There is plenty of playing field accommodation.

However, liberalisation of admission would perhaps be disliked by the Ruling and land-owning classes.

It may perhaps be worth considering the concentration of all Chiefs' sons and relatives and of the English staff at present scattered over the five Colleges in one College, leaving the other four colleges to the aristocratic families and the upper middle class.

This would provide for the future Rulers of Indian States such an education as will not merely fit them to pass examinations but will produce well-mannered, cultured gentlemen in whom the principles of honour and sportsmanship have been inculcated by precept and example. Then the ordinary standard based on examination results might be given up for the Chiefs' College and "a sense of superiority" tempered by the precept and example of English masters and by the levelling influence of sport cultivated to the satisfaction of the Princes and to the benefit of future generations of Rulers.

MR. SAEED ALAM KHAN,  
*Under Secretary to the Hon'ble the Agent to  
the Governor General, Punjab States.*

### MAYO COLLEGE, AJMER.

I visited Mayo College, Ajmer, on Monday, Tuesday and Wednesday, February the 19th, 20th and 21st, 1934, respectively. Captain D. G. H. de la Fargue was associated with the inspection in his capacity as a political officer. Our task was much facilitated by the statistical and other information which had been prepared by Mr. V. A. S. Stow, the Principal.

2. The College owes much to the vitalising influence of its Principal who has not only introduced changes of far-reaching importance and value, but has impressed his personality upon every detail of its organisation. It is the more necessary, therefore, to preserve continuity of organisation so that its smooth working shall become automatic and not be dependent upon a single individual.

3. Though the College possesses valuable assets, it suffers from serious defects. It is also passing through a critical period of transition, which is common to all colleges of this type. It is therefore necessary to appreciate not only the position of individual colleges, but also their relations with each other. There is scarcely room in India for as many as five such colleges, each with similar objectives. The decreasing enrolment in many of the colleges gives cause for anxious consideration.

4. The rules for admission to Mayo College are both rigid and exclusive. The right of nominating boys for admission lies in the first instance with contributors to the endowment; apart from Ruling Princes and their relations, only the sons of landholders of particular ranks are eligible for admission. It is at least open to argument that an institution based on so limited a field of recruitment is out of harmony with modern developments and that boys, however favourably circumstanced in life, would benefit by a wider environment. On the other hand, the origin and traditions of the College should not pass unheeded. If, however, the College is to be continued along the lines of past tradition, the enrolment of boys should at least be sufficiently large not only to meet its financial obligations, but also to enable its several activities, both inside and outside the class-rooms, to be carried out effectively. Paucity of numbers is a grave disadvantage to healthy development.

Unlike other colleges, Mayo College has been fortunate in this respect. During the last few years, enrolment has been on the up-grade, as is shown by the following figures :—

Year.	Number of boys.	Withdrawals.	Admissions.
1929-30 . . . . .	98	15	12
1930-31 . . . . .	115	11	28
1931-32 . . . . .	115	26	26
1932-33 . . . . .	120	20	34
1933-34 . . . . .	147	19	37

The College also benefits by its unity of purpose. Practically all boys come from Indian States, only fourteen out of 147 being from British India. The College is also widely supported by Ruling Chiefs, as many as 32 boys being either sons or relatives of Ruling Princes. The attendance of Ruling Princes and old boys at the recent prize-giving and old boys' gathering was, except for the Jubilee celebrations, a record and is a happy augury for the future.

Subject to the limits of its accommodation, the economic unit of the College would be represented by an enrolment between 175 and 200. The present enrolment of approximately 150 boys should at least be maintained. I cannot resist the feeling, however, that certain boys have been admitted unwisely to the College, which feeling is confirmed by the following figures :—

Classes.	No. of Kumars.	Ages.	Extreme ages.	Average age.
Post-Diploma—				
4th year . . . . .	5	22, 22, 23, 23, 24 . . . . .	22—24	22·8
3rd year . . . . .	6	19, 20, 20, 20, 21, 22 . . . . .	19—22	20·33
2nd year . . . . .	6	19, 20, 20, 20, 22, 22 . . . . .	10—22	20·50
1st year . . . . .	12	14, 15, 17, 17, 18, 18, 18, 19, 19, 19, 19, 20 . . . . .	14—20	17·75
Diploma Class . . . . .	11	16, 17, 17, 18, 18, 19, 19, 19, 19, 20, 22 . . . . .	16—22	18·54
2nd " . . . . .	13	15, 15, 16, 16, 17, 17, 17, 17, 18, 19, 19, 19, 20 . . . . .	15—20	17·30
3rd " . . . . .	10	13, 13, 15, 16, 17, 17, 17, 17, 18, 18 . . . . .	13—18	16·1
4th " . . . . .	14	11, 12, 13, 13, 13, 14, 14, 15, 16, 16, 16, 17, 19, 19 . . . . .	11—19	14·85
5th " . . . . .	13	12, 12, 12, 13, 13, 13, 13, 13, 13, 14, 15, 15 . . . . .	12—15	13·15
6th " . . . . .	23	9, 9, 10, 10, 10, 11, 11, 11, 12, 12, 12, 12, 13, 13, 14, 14, 14, 14, 14, 14, 15, 15, 17 . . . . .	9—17	12·43
7th " . . . . .	12	9, 9, 11, 11, 11, 11, 12, 13, 14, 14, 15, 16 . . . . .	9—16	12·16
8th " . . . . .	22	8, 8, 8, 8, 9, 9, 9, 9, 9, 10, 10, 10, 10, 10, 10, 10, 10, 12, 13, 14, 15 . . . . .	8—15	10·0
	147			

In Class VIII, for example, boys of fifteen and fourteen sit alongside of boys of eight, and this wide variation in age is perpetuated all along the line. I was present at the opening session when each class was arrayed before me. The varying sizes of boys in each class became even more apparent.

If, therefore, a minimum enrolment of 150 is to be maintained and if the wide variation in the ages and attainments of boys in each class is to be reduced by well-advised admissions, the College should widen its scope of recruitment, at any rate, in the geographical sense.

5. The College is also fortunate in its buildings, which are fine and spacious both for teaching and residential purposes. I was favourably impressed by the beauty of the surroundings as well as by the care taken in maintaining the property; and also by the well-kept playing fields and by other facilities for physical exercise and recreation.

Many improvements have been made during the last year. A new Temple has been built; the premises have been fenced; the beautiful gardens have been extended; hygienic kitchens have been added.

The teaching and residential buildings, however, are so constructed that alterations in design cannot easily be effected. The small size of the classrooms precludes material additions to their seating capacity and therefore the number in each class must remain comparatively small; the boarding houses contain comparatively small rooms and cannot therefore be conveniently transformed into dormitories.

6. A great weakness of the College is that the boarding houses are scattered over the College grounds and are so constructed that the maintenance of good discipline is by no means easy. Moreover, as those boarding houses (except Ajmer House, and Colvin House which now accommodates post-diploma boys) are maintained by individual States, the College, exclusive already in its rules of admission, becomes even more exclusive in its internal organisation. The inevitable tendency is for boys to lose the benefits of the full corporate life which the College should provide, and to centre their interests and activities in the limited sphere of an exclusive boarding house. The boys are thus in danger of living dual lives; one portion of the day being spent in the class-rooms and playing fields, and the other portion under the control of house masters who have little or no concern with the teaching and life of the place.

A radical cure would be for the several States to pool their resources and to hand over the control of boarding houses to the College unreservedly, save that it would not be unreasonable for those States which now maintain boarding houses to receive a guarantee that an appropriate number of vacancies in the common boarding houses shall be reserved for their nominees. The boys need not then be distributed between the boarding houses on the basis of the States to which they belong, but rather on that of age or of other suitable lines of distinction. Members of the teaching staff could similarly be distributed between the several boarding houses for the purpose of supervision. By these means, the unity of the College would be safeguarded and its corporate life would be enriched.

7. This ideal is by no means easy of attainment but it should not be lost sight of. It is at least satisfactory that steps have already been taken in the right direction.

The boarding houses are now combined into two groups under the general control of the two senior members of the staff. Not only has discipline been improved thereby, but boarding houses have been brought into closer harmony with each other and with the College itself. The salutary effect of this innovation, however, has been lessened by the fact that the burden has fallen upon two masters only who have many other calls upon their time and energy. This innovation, therefore, cannot become really satisfactory unless and until the staff is sufficiently qualified to enable each boarding house to be placed under the supervision of a single member of the teaching staff. A well-organised residential system should be a distinguishing feature of an institution such as Mayo College.

8. An even more important innovation has been the handing over of control of boarding houses by the States to the College, which practice has been commended by the Council. It is most satisfactory that control of four of the boarding houses has already been thus handed over. This innovation should be extended to all boarding houses, not only in their own interests but also in those of the College.

9. Another grave defect in the past has been that the boarding houses, exclusive already in their field of recruitment, have become even more exclusive in consequence of the practice of individual messing. There is danger



in this system that a boarding house may assume the form of a commodious hotel rather than that of an institution which preserves close contact between its residents. In addition, the abuse resulting from the employment of large numbers of private servants can scarcely be exaggerated. The presence of such servants, who receive their remuneration from sources outside the College, must always be a menace to good discipline, while the not unnatural desire of servants to please their youthful masters cannot but lead to sycophancy and other distressing defects of character.

The introduction of common messing arrangements under the direct control of the College is therefore essential to its welfare. It is an achievement that this salutary change has been introduced into as many as six of the nine boarding houses, four of these having been added since the date of the last inspection; but the College cannot be regarded as being in a really healthy condition until the practice of common messing has been made universal.

10. The College is also fortunate in the state of its finances.

In the first place, it is richly endowed. The total amount of endowments invested in securities is Rs. 13,09,000, while that of the Post-Diploma Fund is Rs. 1,83,000. In addition, certain States relieve the College from the cost of maintaining the boarding houses.

The donations promised or paid to the Jubilee Endowment Fund now amount to Rs. 3,46,250. This Fund is designed not only to strengthen the financial position of the College but also to provide an insurance against the uncertainties of the future, especially in the matter of Government grant.

11. The revised Budget of the Mayo College Fund for 1933-34 closed with a balance of Rs. 2,66,006 as compared with one of Rs. 1,88,087 in 1932-33. The large credit balance for the year amounting to Rs. 77,919 is partially accounted for by the inclusion of an item of Rs. 25,000 under donations to the Jubilee Endowment Fund, which should have been excluded from the reckoning. The main sources of income are :—

	Rs.
Interest on Endowments . . . . .	64,930
School Fees . . . . .	37,560
Contribution from Government . . . . .	58,190
Contribution from States . . . . .	4,730

The revised budget of the Post-Diploma classes for 1933-34 closed with a credit balance of Rs. 1,39,192 as against Rs. 1,36,272 in the previous year. The total receipts for the year 1934-35 are estimated at Rs. 35,200 as under :—

	Rs.
Donations from Princes . . . . .	15,600
Interest on unutilised amounts . . . . .	7,100
Fees . . . . .	12,500
	<hr/> 35,200

The accounts of the College are now audited by Messrs. A. F. Ferguson and Co., Chartered Accountants, an innovation which has been introduced since the time of the last inspection.

12. Though the financial position of the College is generally satisfactory, there are disquieting features.

Only a very small proportion of the revenue is derived from fees; by far the larger proportion is received either from interest on endowments (a stable factor) or from Government contributions (an unstable factor).

The rates of fees vary very widely. In addition to subscriptions towards the medical, games and stationery funds, boys from Rajputana pay a minimum fee of Rs. 10 *per mensem*; those from Central India pay from Rs. 300 to Rs. 600 *per annum* according to the class in which each is enrolled; those outside Rajputana and Central India pay anything between Rs. 450

and Rs. 3,000 *per annum* according to the incomes of their parents. In Ajmer House boys' lodging fees range from Rs. 144 to Rs. 432 according to the incomes of their parents; apparently, in the States boarding houses, no lodging fees are imposed.

Those varying rates of fees need reconsideration. The amounts received by the College from Rajputana boys and, to a lesser extent, from Central India boys are insignificant in comparison with the services rendered. It is a sound maxim that what is not adequately paid for is not sufficiently valued and respected. Besides, the financial condition of the College would be more healthy if the fees of pupils formed a larger proportion of the revenues.

The very high fees levied from boys coming from outside Rajputana and Central India also constitute a danger. The temptation to admit such boys, however unsuitable they may be for admission, must be almost overpowering.

13. A further defect of the College lies in its staff. The College suffered a sad and severe loss through the death of Mr. G. H. Tidswell owing to a fatal motor accident; his vacancy has been temporarily filled by the appointment of Mr. H. K. Kefford, guardian to the Kumars of Dundlod State; arrangements are being made to recruit a permanent successor.

14. The staff comprises eighteen masters in all, including the Principal but excluding the separate house masters, the games staff and the physical training instructor. Assistance is also rendered by certain guardians of boys for a few periods in each week.

Numerically, a staff of eighteen masters is ample for the normal teaching requirements of 150 boys; it is possibly over-generous. In any case, provided that certain conditions were fulfilled, the number of boys could be further increased without additions to the staff.

15. It is the more surprising, therefore, that the baneful practice of private tuition is still prevalent in spite of the efforts of the Principal to discourage it. At the time of inspection some forty boys were being assisted by private tutors. This additional assistance is often unnecessary and is an extravagance; it is also an obstacle to good class-teaching as well as to the progress of the boys concerned. An almost inevitable effect is that a boy tends to depend unduly upon others and thus loses in initiative and self-reliance. If the teaching of the College is to be placed on a firm foundation, this harmful practice should be eliminated; moreover, with the money saved the teaching could be improved as a result of higher fees, while the actual cost to the parents concerned would be materially reduced.

16. The weakness of the staff is due mainly to lack of professional skill and wide experience. Only two out of eighteen masters have received professional training; and in making recent appointments it has not been found possible to reduce this serious deficiency. If suitable recruits are not available from among those who have received training, the condition might be imposed on new recruits that they shall undergo a course of training before, or shortly after, taking up their appointments.

17. Very few members of the staff have had experience in other institutions besides Mayo College itself. There is always a danger that a master who is none too well-qualified in other respects and who spends his whole career in the same institution, may become unresponsive to new ideas and lifeless and unimaginative in the class-room.

I was confirmed in this fear by my visits to the class-rooms. The teaching, especially in the junior classes, was often lacking in professional skill. Though considerable care is devoted to the correction of exercise books, teaching by oral methods would be more desirable and effective. A boy is far more likely to avoid the repetition of a mistake which is pointed out to him at the moment of commission than he is in respect to errors corrected in an exercise book and handed to him later.

18. The lack of wide experience has recently been accentuated by the provision that each Chiefs' College shall be a self-contained unit, each with its own separate cadre of masters. There is thus little opportunity of interchange. Contracts should therefore be so arranged that the services of unsatisfactory masters can be dispensed with.

The masters are generally divided into certain grades with salaries ranging from Rs. 375—25—500 ; Rs. 270—26—400 ; Rs. 150—25—300. Promotion from one grade to another should not be regarded merely as a matter of seniority, but should be earned only by good and improving service. In some cases, it might be advisable to recruit new men to the higher grades and thus to introduce fresh blood to the staff. Similarly, annual increments should not be regarded as a matter of right. An increment withheld should be a warning signal of more drastic action to follow unless its lesson has been learned.

19. These shortcomings of the staff are accentuated by the fact that the majority of members are still regarded as Government servants for the purpose of leave and pension. I cannot resist the feeling that the Council have thereby inherited an unfortunate legacy ; and this apprehension is by no means confined to Mayo College. The question whether the Council should be in a position to dispense with the services of teachers in this category, whose work is clearly unsatisfactory, and on what conditions, is one which needs earnest and speedy consideration. A large provincial cadre can afford a number of passengers, regrettable though they be ; but a College cadre of eighteen masters can retain even a single passenger only at its peril.

20. The general weakness of the staff imposes an excessive burden on the Principal. The present Principal does what he can to visit the class-rooms and to stimulate and advise the masters ; he also supervises the correction of written work ; and in a number of other ways infuses his energy and experience into the function of teaching. He cannot do more, but in the circumstances it is not enough.

Class syllabuses have been prepared, but they did not seem to me to be sufficiently utilised. Many masters were unable to tell me definitely how far they had reached in the syllabus, whether they were behind or before time. Teachers' diaries of the work achieved, do not appear to be kept. In the teaching of a school it is necessary for each teacher to know what the man above and the man below, in particular, are doing so that all can work together as a united team.

A better plan might be for masters in each subject to meet together in what might be termed a Faculty, and to draft the syllabuses for consideration and discussion with the Principal. Staff meetings are also desirable. Even the latest recruit should have the opportunity of listening to the general discussions, and also, on occasions, of making his own humble contributions.

On the other hand, many beneficial innovations have been made as, for example, the encouragement of private reading by means of the remodelling of the Library, by the provision of post-diploma and College libraries and by the introduction of silent-reading periods.

21. Many of the staff are also lacking in sufficiently wide qualifications. Though a certain degree of specialisation in teaching is desirable in the senior classes, the junior classes should be taught very largely by class-masters.

I examined the time-tables of many of the classes and found in all of them a bewildering variety of masters. In many classes the number of masters exceeded double figures. Efforts should be made to counteract this defect, but the task will not be easy in view of the limited capacities of many members of the staff. A well-trained and well equipped master should be able to teach a number of subjects, especially to the junior classes.

22. The capacity of the staff is overstrained by the demands of the two post-diploma classes, but the staff has not been brought up to the requisite standard to meet these increased demands. The addition of two or perhaps three senior masters is urgently required. The present finances of the College cannot stand this additional imposition ; how is it to be attained ?

23. I have already referred to the low rate of fees which are levied from many of the boys ; and also to the extravagance of private tuition. There is also the practice of private guardianship to be considered ; at the time of my visit there were as many as seven such guardians.

Though, in my opinion, it would be preferable for sons even of Ruling Chiefs to reside in boarding houses and to mingle freely in all College activities, such a radical step might be open to objection. It is for consideration whether the system of guardianship (if it is to be continued) should not be reviewed and be brought into closer relationship with the College itself.

24. The inclusion of law (however rudimentary) at the Diploma stage is inadvisable. The boys should first make sure the essential foundations of general attainments. Should legal studies be attempted at a later stage, they should be taught by a man of experience in the actual working of the Courts. The services of a retired magistrate might be obtained for this purpose.

25. A word is required in respect to the Intermediate and Higher Diplomas. The intention is that these examinations shall be regarded as generally equivalent to the Intermediate and Degree Examinations, respectively, of Indian universities; and Government have already recognised them as such for the purpose of admitting candidates to Government services. University legislation in India, however, precludes a university from admitting to post-graduate courses those who are not graduates; and, excepting possibly a few categories of persons which do not apply to Mayo College, only those who have studied in affiliated colleges are admitted to degree examinations.

The only solution of the difficulty, therefore, would be for Mayo College to apply for affiliation to Agra University, in whose jurisdiction Ajmer lies; but the road is by no means easy. Though the post-diploma classes are located in separate buildings, both teaching and residential, affiliation is not readily accorded to an institution, which includes primary and secondary classes. The present weakness of the staff, both in numbers and in qualifications, presents further obstacles.

It is also for consideration whether an attempt to gain affiliation would be advisable. The courses would have to be accommodated to the requirements of the University, and much of the real objective of the College might be blurred. The question also arises whether the teaching and financial resources of the College should be dissipated by an attempt to pass beyond the natural frontiers of a well-organised school.

The provision of facilities for preparing for the Intermediate Diploma Examination, however, is a different matter. In the United Provinces, this stage of education is rightly considered as being within the scope of the school course; and Mayo College should most certainly provide for a complete school course. It should not be difficult to provide that success in the Intermediate Diploma Examination shall be a qualification for admission to the degree courses of a University; I understand that the University of Allahabad has already agreed to such a proposal.

26. In conclusion, I wish to record my appreciation of the life and vitality which permeate the activities of the College. I value the record of past achievement and the high position which the College now holds; I also visualise the rich scope which lies before the College. It is because I appreciate these facts that I have drawn attention to certain changes which seem to be essential to the right development of the College.

G. ANDERSON,

*Educational Commissioner with the  
Government of India.*

*Dated the 8th May 1934.*

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It is probable I think that, sooner or later, Mayo College will be firmly established as the premier, if not the only, Chiefs' College in India. The suggestions made therefore are designed to consolidate the position of Mayo College as the All-India institution for the education of the future Rulers of Indian States and of members of Ruling Houses.

\* Mayo College already has 24 boys from outside Rajputana, and the General Council might shortly consider the desirability of opening membership of the Council to all Princes and Ruling Chiefs of India. It will be generally conceded, I think, that 90 per cent. of boys educated in Mayo College will become, in the course of time, either Rulers or members of the administration of States or holders of Estates, and will otherwise adopt a military career or join one of the Imperial Services. I am doubtful therefore of the wisdom or necessity of continuing the endeavour to secure affiliation with a University. I understand that it is one of the dearest wishes of every Indian boy, including those of the princely classes, to become a B.A. or LL.B., but while the fulfilment of such an ambition cannot materially advance the careers which so high a percentage of Mayo College boys will be called upon to fill, we are, by providing local facilities for the attainment of such academic distinctions, offering a not altogether desirable incentive to a class whose mental vigour and general outlook is likely to be impaired by the concentrated application to higher studies which the passing of University degrees involves. As matters stand at present the Higher Diploma qualification which boys can secure at Mayo College after the four years prescribed course is equivalent to a University Degree for purposes of admissibility to the examinations for the Imperial Services, and this should suffice. Mayo College is now situated in the jurisdiction of Agra University by legislation enacted in the United Provinces, but I understand that the educational authorities in the United Provinces have set their faces against affiliation with Agra University. Subject however to a minor hitch which the Educational Commissioner thinks can be overcome, they are prepared to allow boys who have passed the Intermediate Diploma Examination at Mayo College to enter any Government College which is already affiliated with Agra University in order to take their two years course before admission to Agra University. Personally I doubt whether the average type of boy in the Mayo College or his parent will ever agree to a course of study at a Government College after leaving Mayo College, but this avenue is at least open to those who are determined to obtain a Degree.

2. If it is decided to pursue the idea of affiliation with a University I would welcome affiliation with Delhi University in preference to Agra University.

3. It must be accepted I think that the English language, spoken and written, is an essential attainment for Rulers and prominent members of the Ruling families of Indian States. It is not a question of wishing to see English the predominating medium of expression in India at the expense of the Vernaculars. It is the realization that a Prince who has not an adequate command of this language will be seriously handicapped not only in his official relations but in his social intercourse with his fellow Princes. I understand that the medium of instruction in the lower classes of Mayo College is that in which the boy concerned has the greatest facility of expression. In other words it can be in English or in Hindi or in any other Vernacular in which the boy can make his meaning clear; and that in the upper classes the medium of instruction in all subjects is English. I have no quarrel with this arrangement which is probably the best devisable. It is very necessary however to guard against bad habits in regard to the speaking of English, and I doubt therefore, though I am by no means certain, whether it is altogether sound to encourage, out-and-out, the speaking of conversational English amongst the boys themselves. No one acquainted with India can be unaware of the fact that the quaintness and distortion to which the English language is put on many Indian lips is due to an excessive love of practising it on every sort of irregular occasion, and to a passion for experimenting with its possibilities. Except therefore when under the direct supervision of pure English speaking masters I would be inclined to lay stress on the need of reading sound English literature rather than on private intercourse as a means of improving a boy's command of the English language. Debates and a constant check of bad pronunciation and ungrammatical utterance are probably the best methods of promoting the speaking of good English.

4. I was rather surprised to notice boys whom I know to be poles asunder in intellectual capacity and education working side by side in the same class. I understand that the bright boys of a class are not necessarily held back by weak boys in the same class. I fully realise that it is difficult, if not impossible, to refuse admission to boys of a certain class and standing, but I would suggest that as far as possible only those boys should be admitted who would be likely to benefit by the life of the place, and it might be found practicable to inaugurate special classes for backward boys outside the normal curriculum. I cannot think that it is sound to associate very backward boys with boys of average or super average intellect and ability. The result may be negative in the case of the weak boys, but it detracts from the competitive spirit and is open on psychological grounds to objection.

5. The undesirable practice of private tuition, although it has been reduced, is still far too prevalent in Mayo College. The Principal agrees with this remark but has shown how difficult it is for him to stop it. In an institution such as Mayo College it is particularly necessary that the practice of private tuition should be absolutely forbidden except in rare cases with the specific sanction of the Principal. I do not propose to dilate in a report of this nature on the obvious reasons for holding the practice to be obnoxious.

6. I learnt with very considerable surprise that the annual fees for each boy belonging to Rajputana, of which there are roughly 125 out of 150, are only Rs. 267, including games and medical attendance, etc. This fee excludes living charges which in the case of the average boy, who does not keep polo ponies and expensive motor cars, amount to roughly Rs. 100 per month, and less if he has joined a common mess. The fees charged in the case of boys joining the College from elsewhere than Rajputana are much higher and vary according to the income and status of each boy's parent. There is a good case for bringing the annual tuition fees of boys drawn from Rajputana up to Rs. 500 and the extra income thereby derived can be very well spent. I am aware that certain States make annual contributions to the College.

7. It is in consonance with the remarks which I introduced at the beginning of this report anent the primary function of Mayo College that I touch upon the question of developing the natural intelligence, manners and deportment, and the steps taken to give boys some grounding in the principles of general administration. As regards deportment there is nothing to be said except the utmost praise. As regards intelligence I should say that the boys of the Mayo College, within the limits of their individual mental equipment, are more highly developed in this sense than boys of the same age elsewhere; I am confident that the Principal and his staff do as much as they possibly can to sharpen this quality. Administrative principles should be implanted on a firm foundation of general knowledge. As far as possible, therefore, and to the extent the syllabuses allow, training in administration, accountancy and such like subjects should come as late as possible. The ideal in my opinion would be to institute a special course in such subjects after the Intermediate Diploma has been passed, or even after the Higher Diploma. Still better perhaps would be an arrangement whereby boys on leaving Mayo College were given a 6 months course in a district. It is essential that boys who are to succeed to careers which have been outlined already should have rudimentary training in the subjects under discussion, and I cannot agree that a young LL.B. with no practical experience of law as practised in the courts, still less of practical administration, is the right man, in the circumstances, to instruct. I strongly advocate the engagement of a man who has spent his life as an administrator. A retired Deputy Collector, provided his social antecedents were satisfactory, would seem to be the best type to discharge tuition of this nature.

8. In Mayo College teaching is practically exclusively by subject. In my opinion, a good master can teach boys up to the age of 12 or 13 years in any subject, and I would advocate the system of class instruction in the case of the junior half of Mayo College. Small boys would gain in confidence, and a master who was constantly with them in all subjects would

learn their weaknesses and particular aptitudes which cannot be the case where a master takes a class in one subject only, or possibly two, three or four times a week.

9. I now wish to turn to the organisation of the College and to the teaching staff. What the Principal has achieved in two years to eradicate the old prevailing practices, such as private feeding arrangements in the hands and under the superintendence of palace officials, etc., is probably unparalleled. In Rajputana, in the home of conservatism and feudalism, in the face of opposition from many powerful forces on whose goodwill the existence of the College largely depends, Mr. Stow, in the short time he has been Principal, has already established common messing rooms in six houses, and it is hoped that his perseverance will succeed in developing the idea, and thereby regularising the domestic arrangements of the College under his direct supervision and control.

10. The foregoing remarks are evidence, if such were needed for the eyes of those who knew Mayo College two years ago and see it to-day, of the great deal of time which the Principal has to devote to his administrative duties. On the other hand, although these duties are essential, and have had to be carried out, and will continue to require the devotion of the Principal, the fact remains that the higher ranks of the qualified educational staff are dangerously thin, and it is a question whether the teaching of the boys, as also the training and the keeping up to the mark of the teaching staff does not suffer through the Principal's administrative pre-occupations. The solution would appear to lie in adjusting the functions of the Vice-Principal to accord more to those of a Head Master. His sole task would be to train masters and to teach pupils. All purely teaching matters would be under his charge, subject to the control of the Principal. He would lay down the syllabuses and arrange informal consultations between masters. If this suggestion were found to be impracticable or unsound, I would recommend that the Principal should delegate all his administrative functions to a member of the staff less qualified than he to impart training and instruction. In this connection I am inclined to think that masters, especially the Indian masters, do not "get together" enough. I understand that they have a 'Common Room', but I doubt if, and the Principal does not deny my doubt, masters really use such opportunities for exchanging ideas, for consulting together and discussing the subjects and the pupils on which they are engaged. I would like to see informal discussions of this nature at least once a week under the Chairmanship of the Headmaster, and especially would I like to see a general meeting and consultation on a large scale at the beginning of each term, which I understand does not at present take place.

11. The Educational Commissioner and myself are both inclined to think that the Principal bears too much on his own shoulders, and that decentralisation in some form is required. The above suggestion of a headmastership is designed in part to achieve this object. At present Mayo College depends too much on the energies of one man.

12. If the Working Committee, on the considered advice of the Principal, is dissatisfied with the competence of any Indian master who is a Government servant, it should, in fairness to Mayo College which is no longer a Government run institution, be able to remove him from the College staff.

13. I am inclined to think there are too many optional subjects, but this is a matter on which the Educational Commissioner is more competent to speak than I am.

14. In view of the importance which must be attached to the acquisition of good English, I must stress the need for a strong English personnel on the permanent staff, who would also be available as guardians.

If any well disposed Darbar, who could afford to do so, were to guarantee funds over a specific period for the engagement of one or two young English masters recruited from the Universities of England in addition to the existing permanent English staff, the advantage to Mayo College would be very great.

15. In my opinion the Principal's concurrence to the appointment of private guardians to boys at Mayo College should be invariably required, and due consideration should be paid to the academic qualifications of such private guardians at the time of their selection. At present it cannot be said that the competence of the English guardians to impart instruction is in any way adequate, except in the teaching of English.

16. I trust I may be allowed to express the hope that the Political Department of the Government of India will continue to take a keen and active interest in the welfare of this institution. In this connection the appointment of a Political Officer as a member of the Governing Council should not in any circumstances be allowed to lapse into a casual formality. The officer so appointed should be as senior as may be possible, and selected with a view to the length of time in which he will retain the appointment and will enable him to remain a member of the General Council.

17. I have a very clear sense of the great improvements which Mr. Stow has succeeded in effecting in the short time he has been in his present post. The tone of the College is quite remarkable and any visitor to the College leaves with an acute sense of the *esprit de corps* and pleasant atmosphere which pervade the whole College.

D. G. H. DE LA FARGUE,

*Secretary to the Hon'ble the Agent to the  
Governor-General, Rajputana.*

*Dated the 14th April 1934.*

#### RAJKUMAR COLLEGE, RAIPUR.

I visited Rajkumar College, Raipur, Thursday, Friday and Saturday, 15th, 16th and 17th March 1934. Mr. J. Bowstead was associated with the inspection in his capacity as a political officer. Our task of inspection was much facilitated by the statistical and other information which had been prepared by Mr. T. L. H. Smith-Pearse, the Principal:

2. The College is fortunate in its buildings, which escape the grandeur and extravagance of buildings elsewhere; they are well adapted to educational requirements and are capable of easy expansion. The class rooms are bright and airy; most of them could accommodate a larger number of pupils than they do at present.

The equipment is generally satisfactory. Much use is made of Railway posters which are not merely an adornment, but also a happy means of widening the mental horizon of the pupils. Recent additions have been an epidiascope, a short and long wave wireless receiving set and four educational cinema films, which were purchased from a gift of Rs. 2,000 by the Maharaja of Sarguja in commemoration of the recent visit of Their Excellencies the Viceroy and Lady Willingdon.

The boarding houses (which are also located in the main building) are also well-designed and are capable of expansion. The bed rooms or dormitories are generally satisfactory, but are congested by numberless boxes and trunks belonging to the boys. If a larger number of wall almirahs and hanging cupboards could be constructed, not only would the tidiness of the rooms be improved but more accommodation would become available. The rooms are of sufficient size to accommodate five or six boys in each.

Another favourable feature of the buildings is their compactness, which is helpful both to the maintenance of good discipline and to the ripening of corporate unity.

3. The staff consists mainly of the Principal, Vice-Principal and seven masters. There are also two house masters, whose duties are confined almost entirely to the boarding houses; and two assistant house masters who perform half-time duties in the class-rooms.



The provision of staff is generous for less than fifty boys ; but in view of the varying ages of the boys, ranging as they do from eight to nineteen years of age, and of the number of classes required, the number of masters cannot be reduced. At the same time, the existing number of posts would be nearly sufficient to meet the needs of double the number of boys.

4. In common with the staffs of other Chiefs' Colleges, the staff of this College is lacking in professional training ; and the experience of most masters is limited to that gained in the College itself. There is therefore a danger that masters will fall into a rut and become unresponsive to new methods and new ideas. The Managing Committee have taken early steps to counteract these dangers. One member of the staff has been assisted to receive training at the Spence Training College, Jubbulpore, and has returned to the College. A second master is now receiving training in London and will shortly return to service. A third master will soon be proceeding to Leeds University for the same purpose. A new recruit is expected in the summer who has received special training in physical education. What is even more satisfactory is that the Managing Committee intend to pursue this wise policy until such time as the majority of the masters shall have received training.

5. The fruits of this policy are already evident. In my visits to the class-rooms I noticed welcome signs of professional skill. For example, I listened to an admirable lesson in English, which was delivered to Class VIII, the most junior class in the College. The master in question had received training at the Spence Training College, Jubbulpore, and had won the Gold Medal as being the best student of his year. I also listened to a creditable lesson in mental arithmetic which was delivered to a mixed and difficult class by one who had received training at Allahabad.

On the other hand, more oral teaching (which requires for its success considerable professional skill and technique) is advisable. Again, the Principal has informed me of this intention to introduce in a modified form the Dalton method of teaching, whose object is to stimulate individual study and initiative under the guidance of the masters concerned. The system possesses undoubted advantages, but is dependent upon skilled supervision. Without such supervision the results may be disastrous.

The Principal also intends to substitute very largely a system of class-teaching for subject teaching, especially in the lower classes. This is undoubtedly a move in the right direction. All boys, especially younger boys, become confused by an excessive variety of masters and make better progress, if they are taught mainly by a class master who becomes acquainted with their individual limitations. The system of class-teaching also facilitates a beneficial policy of decentralisation by the Principal, who can vest responsibility in the class masters and thus be in a position to distribute exhortation or admonition to each. But the successful introduction of the class-system is dependent upon the existence of a number of masters who are competent to teach a number of subjects. It is a significant coincidence that the Principal has thought it fit to introduce this beneficial change at the very time when the staff had been strengthened by the addition of well-trained masters.

6. The College is also fortunate in that all assistant masters are now serving on contracts with the Governing Body, whereby notice can be given by either party, subject to certain conditions. There is a provident fund, the contributions to which are kept in separate accounts.

The staff is distributed among certain grades, each with a scale of incremental salaries. Though, undoubtedly, preference should be given to existing masters, grade promotion should not be regarded as a matter of right or even of seniority but rather as a reward for good and improving service. Similarly, increments should not be regarded as a matter of right. The withdrawal of an increment should be looked upon as a warning signal of more drastic action unless its lesson has been appreciated.

The Managing Committee have been well-advised in filling a small number of posts by masters serving on short service contracts. By this means an infusion of new blood is ensured. Moreover, an institution of

this type is largely dependent on a number of masters who are still in the prime of their physical strength and endurance. The present system provides a happy compromise between experienced wisdom and youthful activity.

7. Even though the staff has been strengthened by men possessing professional skill and experience, a considerable (possibly an excessive) burden of responsibility is still imposed on the Principal. The present Principal visits the class-rooms from time to time, but not as much as he would desire. Class and subject syllabuses have been carefully prepared, but I am doubtful whether they are utilised sufficiently. They should always be available in the class-rooms as an ever-present guide and corrective. It is essential in a school that all the masters concerned, especially those teaching in the classes immediately above and below, should know definitely how much ground each class is expected to cover, and that thereby the staff shall work together as a united team. Frequent meetings of masters are therefore desirable, not only for the drafting of class and preparation of syllabuses, but also for reviewing progress. It is difficult to say whether excessive conscientiousness (which may result in the syllabuses being only half-completed at the end of the year) or excessive impetuosity (which may result in a syllabus being completed at half-time) is the more glaring defect; both extremes should be avoided. A beneficial corrective of these tendencies is that all masters make fortnightly progress reports to the Principal; for this purpose diaries should be kept by each master. Masters' meetings are held with some frequency, but this practice might well be extended.

The Principal has done a great service to the College by the practical abolition of the baneful practice of private tuition. This practice is unnecessary in a well-organised school and is therefore an extravagance; it also militates against good class-teaching, while the pupil tends to lose in initiative and self-reliance.

8. The subjects of study have been generally well-chosen and are adapted very largely to the requirements of the Diploma examination. A prominent feature of the curriculum is the attention paid to geography, a subject which is often neglected in Indian schools; considerable impetus has been given by Mr. V. S. Forbes, the Vice-Principal. Teaching in elementary Law has not been attempted by the Diploma class. Its introduction at this stage would be premature; boys are better advised to concentrate on first attaining that firm foundation of general knowledge, which is an essential preliminary to more specialised training at a later date. Should the study of Law be introduced after the Diploma Course has been completed, it should be taught by one who has had practical experience of the actual working of the Courts.

9. A grave defect of the teaching is that, to all intents and purposes, it comes to an end at the Diploma examination. The prospects of an Army Class have been subjected to a great disappointment, as the solitary number of the class (a boy of great promise) was precluded from appearing for the examination on account of domestic reasons.

The Diploma examination is regarded by many universities as equivalent to Matriculation, and is taken normally by boys of about sixteen or seventeen years of age, and even younger. Of the four candidates for the Diploma this year, three are eighteen, and the fourth is seventeen, years of age. As a result of improvements in teaching, the normal age of boys in the Diploma class should soon approximate seventeen years. Though some boys will desire to continue their studies, it is inadvisable that they should join the Intermediate classes of an Indian college, as the methods of teaching differ vitally from those obtaining in this college. Boys from Raipur might very easily lose their bearings, if at the early age of seventeen they found themselves members of large Intermediate classes, in which the staple method of teaching is the dictation of notes by the lecturer and the memorising of such notes by the students. It would be equally inadvisable if boys were compelled to leave College after passing the Diploma examination at seventeen years of age. It is just at this period of life that a boy should be beginning to reap the fruits of his training. He should by that time have learned to obey; he should therefore be in a position to be trained to rule and to exercise authority.

Steps should therefore be taken to prolong the course by two years after the Diploma; an additional advantage would be that boys would have reached the normal stage of admission to professional colleges. Whether the additional course should be preparatory to the Intermediate examination of Nagpur University or to the Intermediate Diploma examination is difficult to say. On the one hand, it might be difficult to accommodate the teaching of the College to the requirements of the former examination; on the other hand, the latter examination might carry insufficient weight in the university world. A possible compromise might be provided by the Cambridge School Certificate Examination, which possesses a wide reputation and is also flexible in its content.

Preparation for the Higher Diploma examination would be most inadvisable. This additional burden would overtax the financial and teaching resources of the College and would cripple its development. A school should not trespass into the domain of a university; a good school is infinitely preferable to an inferior college.

10. The boarding house arrangements are well organised by the two housemasters, who are members of the staff and take their full share in the out-door activities of the College; the unity of school life is enriched thereby.

Good progress has been made in developing a system of common messing and in mitigating the evil caused by the employment of private servants. Full corporate unity cannot be gained, however, until the practice of common messing becomes universal.

In conjunction with most other colleges of this type, the practice obtains whereby a small number of boys reside in the houses of the Principal and other members of the staff in order to benefit by closer personal supervision. There is much to be said in favour of this practice, but it is for consideration whether it should not be confined to the younger boys. In his later years in the College, a boy should not be precluded from gaining the benefit of intimate association with other boys, especially if he is likely to be vested with a position of authority and responsibility as a prefect.

11. Subject to the remarks below, I was favourably impressed by the outdoor activities of the College. I witnessed a boxing competition; in which the crudity in skill was more than compensated by the admirable spirit and courage displayed by the competitors. I was also present at the physical exercises, which in the circumstances were creditable. One (possibly two) of the leaders possessed a voice of command, which made me envious. The games were also played with spirit and good feeling.

12. The finances of the College are generally satisfactory. The securities in shares are valued at Rs. 14,19,300, while the college buildings have been certified by a P. W. D. officer as being worth Rs. 4,47,803. This record is creditable to the supporters of the College.

The receipts for 1933-34 are estimated at Rs. 1,23,873 and are made up mainly of—

	Rs.
(a) Interest on securities . . . . .	79,583
(b) Government grant . . . . .	10,000
(c) Fees . . . . .	27,000

A credit balance of Rs. 2,000 is anticipated, but nothing has been put to reserve this year. In the preceding year, Rs. 6,937 were paid into the Investment Account, and capital expenditure amounting to Rs. 3,702 on improvements in buildings was met from the current account.

Disturbing features in the situation are that the continuance of the Government grant is doubtful after 1936; and that additions to the staff will be required if post-diploma work is to be attempted.

13. At first sight, therefore, the prospects of the College are promising. The finances are in a generally sound condition; the buildings are well-adapted to present-day requirements; the staff is rapidly improving in experience and in professional skill; activities are developing both inside and outside the

class-rooms. Unfortunately, future developments and even the fruition of past endeavours are dependent almost entirely upon a larger enrolment. This college is unlike most other institutions in India in that its main problem is to increase and not to reduce numbers, to maintain and not necessarily to augment its financial support. The grim fact remains that, in spite of much loyal support in the past, Rajkumar College, Raipur, cannot anticipate much further development unless its numbers are at least doubled.

From whatever aspect the present position is examined, the severe handicap resulting from insufficient numbers becomes more and more apparent. The pleasing improvements in the teaching are counter-balanced by the difficulty of providing for good class-teaching. In some of the classes the number of pupils can be counted on the fingers of one hand, yet a sufficiency of numbers is requisite as a stimulus to the teacher as well as to the taught. It would not be advisable to amalgamate classes as the variation in the attainments of the boys in each class is already pronounced. The spirit and skill shown in the games, again, are discounted by the inability to arrange that boys of good, medium and poor capacities shall play in separate groups. For certain purposes, again, boys are divided into 'sets' in order to instil a spirit of loyalty among boys towards the particular 'set' to which each of them belongs, but even in this direction the 'sets' are insufficiently large. A further widening of college interests and activities is also impossible, until there are enough boys to go round. The institution of post-diploma classes is scarcely possible with the present numbers. It may even be that, in spite of its rich endowments, the College will become straitened in its finances in consequence of its small enrolment. Paucity of numbers presents graver problems even than paucity of funds. Increased numbers would entail not only an assured financial position, but (what is even more important) a wide enrichment of activities and of opportunities for good training.

14. The figures below show that the numbers have been practically stationary during the last five years.

Year.	Enrolment.	Admissions.	Withdrawals.
1929-30 . . . . .	44	8	13
1930-31 . . . . .	47	9	6
1931-32 . . . . .	42	4	9
1932-33 . . . . .	44	11	9
1933-34 . . . . .	47	12	9

The numbers are fairly evenly divided between those coming from Indian States and from British India.

My colleague, Mr. Bowstead, is far more competent than I am to suggest whether a larger enrolment can be anticipated from the States, but I cannot myself feel that this is likely. Similarly, especially in view of the financial depression and of increasing competition, it is equally unlikely that largely increased numbers can be expected from among the Zamindars of British India.

15. The Governing Body have been anxiously considering this fundamental problem and have recently decided that the somewhat rigid and exclusive rules of admission shall be relaxed to some extent, and that, subject to certain conditions, pupils not ordinarily eligible for admission shall be admitted to the College, provided that their number shall not exceed ten at any one time.

The tentative nature of this decision suggests that the Governing Body have rightly decided to proceed cautiously and mainly by way of experiment. It is essential that this experiment should prove successful ; otherwise, very little scope lies before the Collego. The matter is of such vital importance that I hope to be excused for making a few suggestions.

16. Though I am convinced of the wisdom of this important innovation made by the Governing Body, the interests of those who have loyally supported the College in the past should not in any way be jeopardised. They should always receive preference over others in the admission of their sons, provided that they fulfil the other conditions of admission. Great care should also be taken in regulating the admission of those who do not comply with the original conditions in order to ensure that all entrants shall be such as are likely to benefit by the life of the place.

17. Though, again, I yield to none in my appreciation of the great Public Schools of England and though these schools possess certain valuable characteristics which are of value in any country, I deprecate any slavish imitation of such schools. What is needed in Raipur and elsewhere in India are schools which, while possessing certain characteristics associated with English public schools, are yet indigenous and rooted in the soil. Such schools should be evolutionary and not revolutionary in their growth ; they should be developed very largely by the light of experience and of experiment.

18. Such also, I presume, is the opinion of the Governing Body and of the Principal. I shall be content with giving two illustrations of the manner in which a vital departure has already been made—and rightly—from the English Public School tradition.

In spite of recent developments, English public schools are still dominated very largely by the study of ancient classical languages, but this Collego has never accepted that tradition.

I have already referred to the improved teaching in geography ; what is even more significant is the humble beginning already made in the teaching of theoretical and practical agriculture.

I visited the College farm. The agricultural master has made a praiseworthy beginning, but he is almost totally lacking in professional knowledge and training. He should be sent for training as soon as possible as, in my opinion, he holds perhaps the master key to future developments.

The influence of a farm should permeate the teaching and training throughout a college, whose pupils are so closely connected with the land. The boys should first learn to value the dignity of manual labour and not become contemptuous of dirtying their hands and their clothing. Hard work on the farm and in the garden is an essential preliminary to a proper understanding of agriculture and to an appreciation of the beauties of nature. A study of arithmetic, again, will become more of a reality if it is intimately associated with the products of the farm and their sale. For this purpose, the accurate keeping of farm accounts is indispensable, though a credit balance is not by any means the most urgent necessity. Science, again, may well become of greater utility and interest to the boys if it is illustrated by experiments relating to plant life, the nature and humidity of the soil and so forth. The teaching of drawing should also be largely circled round plant and vegetable life rather than in painting conventional pictures (with the active assistance of the drawing master) for the adornment of the art room. The provision of a small museum and a laboratory in agricultural science is indispensable. Another subject which might well be developed is that of civics or public administration, especially in view of the high positions which many of the boys will be called upon to occupy after leaving College.

19. The second fundamental departure from the English Public School tradition which has already been made lies in the sphere of sports. In English public schools the ordinary conventional games hold a dominating position ; those boys who do not possess average capacities in these games must find it difficult to join fully in the life of their school. It is significant that the Principal of this Collego has recently abandoned the playing of cricket by the Collego, a game which is often described in England as the King of Games,

while riding is practised by every boy of the College. It seems probable that the outdoor activities at Raipur will not be dominated, as they are in England, by the playing of what are sometimes termed "major games". Riding, work on the farm and in the garden, carpentry, excursions in the countryside, scouting, and perhaps the revival of indigenous games will probably become prominent.

There are already signs that an Indian public school will differ vitally from its compeer in England. At Raipur much attention is already paid to the acquisition of interests, hobbies and knowledge, which will be valuable later in life. A boy is given a wide choice in these activities which comprise first-aid, carpentry, gardening, music, polo, work in the farm, care of a motor car, nature study, the drama and swimming.

20. Whether or not the rules of admission be further liberalised, it is equally desirable that the average cost of educating a boy in this college should be reduced; otherwise, the increased enrolment, which is essential, will pass beyond the realm of practical politics.

The rates of tuition fees vary from Rs. 30 to Rs. 80 *per mensem* according to each boy's place of residence and the income of his parents. The total cost of education varies from Rs. 1,500 to Rs. 3,000 *per annum* in accordance with the standard of living adopted by each boy. Many reductions have been made recently by the abolition of private tuition and by the partial introduction of common messing. The keeping of horses and the playing of polo account mainly for the higher figure of expenditure by some boys. It is for consideration whether the keeping and hiring of horses should not come within the scope of the College.

Though the cost of living may reach a higher figure in the case of a few boys with special requirements and with special advantages, it is most advisable that it should become possible for a boy with normal requirements to attend the College at an inclusive fee of Rs. 1,200 *per annum*. Such reduction will not be possible until a lowering of the fees is rendered possible by a largely increased enrolment.

G. ANDERSON,

*Dated the 8th May 1934.*

*Educational Commissioner with the  
Government of India.*

It was a great pleasure to me to be associated with Sir George Anderson, Kt., C.S.I., C.I.E., Educational Commissioner with the Government of India, in his inspection of the Rajkumar College, Raipur, and to have the opportunity of discussing with him many matters connected with it. I understand that my function is to append to his report a note from which the Government of India would have a clear idea of how far the College is fulfilling its primary function, namely, the proper training of future Rulers of Indian States and others who may be expected to exercise an influence on their administration, progress and development. In this respect I endorse the remarks made by Mr. Drake last year as regards the educational standard of the College and the results produced by the College in building the character of its boys.

2. Last year Mr. Drake emphasised the urgent necessity of increasing the number of the boys if the best possible results were to be obtained from the College and this view has been expanded very clearly by Sir George Anderson in his report. Another matter which is really closely connected is the question of reduction of fees, which has also been stressed by the Educational Commissioner. There is no doubt that the Rulers of many of the smaller States of the Eastern States Agency find that the present cost of educating their boys at the College, if not prohibitive, does mean an expenditure which they feel doubtful whether they can afford. By raising the numbers it should be possible to effect, even if not an all-round reduction of fees for the present, the lowering of the minimum fees which are at present charged.

3. I do not however share the view of Mr. Drake expressed last year that the extra numbers are available from the classes from which the boys in the school are at present drawn, and this was evidently the view of the General Council when they decided at the meeting which took place on the 11th December last to enlarge the field of recruitment. This was to be done in the first instance more or less as an experimental measure and the maximum number of the new class of entrants has for the present been fixed at 10. Provided that particular care is taken in the selection of such boys and that the character of the College is not changed, I can see no reason why the scheme should not be successful. It must, of course, always be recognised that the College exists primarily for those for whom it was originally founded and in whose interests such generous donations were made for its endowment; they should invariably receive precedence in the matter of admission. The question of lowering the fees will also affect the chances of success of the scheme as the sons of parents who can afford to pay the highest fees are not necessarily those who would be most desirable as associates of the sons of Ruling Chiefs. It would however be wrong, in my opinion, to admit the new entrants on a lower scale of fees than those which are paid by the parents of boys who are at present eligible for admission.

4. Another question which may well prove a deciding factor in the success of the scheme is that of extending the present syllabus beyond the diploma standard. The arguments put forward by Sir George Anderson in favour of providing for the education of boys at the College after they have completed the diploma course rather than pitch-forking them into an Indian university appear to me to be unanswerable and, even though this will mean an increase in the staff, it is most desirable that it should be done as early as possible.

5. The present system of not sending masters for training till they have proved themselves to be suitable as teachers in the College is an excellent one, and the terms of appointment provide ample facilities for getting rid of masters who by reason of their social status or for other reasons are unsuitable as masters in a Chiefs' College. The appointment of some of the teachers on short term contracts gives facilities for the infusion of new blood into the staff and, though it may in certain cases cause hardship to individual teachers, it is to be hoped that it will be realised, as I think it is even now being realised, what an excellent training ground the College is for masters as well as for boys and that the services of teachers whose contracts have expired might well be made use of in high schools in the States.

6. I was agreeably surprised by the increase in the number of boys who use the common messes. Bearing in mind existing prejudices and the influences which can be brought to bear against boys being allowed to join them, the results have been most satisfactory. However, this is a matter in which the pace cannot be forced and I fear that it will be some time before the benefits of this system are fully realised and the practice of common messing becomes universal.

J. BOWSTEAD,

*Secretary to the Agent to the Governor-General,  
Eastern States, and Political Agent, Sambalpur.*

*Dated the 24th April 1934.*

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#### DALY COLLEGE, INDORE.

I visited this College on Monday and Tuesday, March the 26th and 27th, 1934. Mr. K. S. Fitze, C.I.E., I.C.S., Political Agent in the Southern States of Central India and Malwa, was associated with the work of inspection, which was facilitated by the statistical and other information prepared by Mr. M. G. Salter, the Principal.

2. The teaching staff consists of fourteen masters, inclusive of the Principal but exclusive of the two housemasters (who perform no teaching functions), the physical training and gymnastic instructors, the riding master and the superintendent of games and grounds.



This provision is generous for approximately eighty boys, but reduction would be difficult in view of the varying ages of the boys, ranging as they do from eight to twenty-one years of age, and of the comparatively large number of classes. It is difficult to suggest what is the economic unit of the College, as many other factors, besides the provision of staff, have to be taken into consideration; in particular, the need of giving individual attention to the boys, the extent and nature of the buildings and playing fields, etc. If the average enrolment of classes became even twelve, the total enrolment would be increased from 78 to 120 boys who could be taught without addition to the present number of teaching posts.

The salary scales are generous, in some cases over-generous, in view of the somewhat limited qualifications of masters, but the many additional duties undertaken by them should be borne in mind. Every master has a full day's work, both inside and outside the class-rooms. The Indian staff are not provided with houses.

3. The staff as a whole is lacking in professional experience, only three out of fourteen masters having received training. Efforts should be made to fill future vacancies by trained men, especially as Indian training colleges now include many young men possessing the other important qualifications required at Daly College.

One member of the staff has utilised his leave in receiving a course of training, with great benefit to himself and to the College. The junior masters should be encouraged to do likewise. It is rarely beneficial, however, for older masters to undergo the normal course of training; they would be better advised from time to time to attend short courses, conferences and gatherings of teachers. Educational journals are also of importance.

4. In spite of this shortcoming, much of the teaching work showed signs of careful thought and preparation. I listened to admirable lessons in English to the two junior classes. The master had obviously studied up-to-date books on the subject and is keenly alive to new requirements.

Though deficient in qualifications, the master in charge of nature study and agriculture shows considerable initiative and understanding. He has already kept himself in close touch with experimental farms and other agricultural institutions, but would be well-advised to go further afield and to visit institutions in the Punjab, where progress has been made in this sphere of teaching. Should the Managing Committee choose to give him facilities for making short visits to institutions such as those at Lyallpur, Moga and Ghakkar, I should be happy to assist in making the arrangements.

5. Much of the teaching is conducted by oral methods and, in the junior classes in particular, much written work is done and corrected in the class-room. A little boy is far more likely to avoid the repetition of a mistake, if pointed out to him at the moment of commission than he would be by numerous corrections in exercise books which are handed to him later. Even more oral work is therefore advisable. It is doubtful whether the blackboards are sufficiently used.

6. For the purpose of mathematics, the school is re-divided into special groups. This is a beneficial arrangement, as boys are often strong in other subjects but weak in mathematics, and *vice versa*.

Though teaching in most subjects in the upper classes may be taken advantageously by specialist subject-masters, the lower classes should preferably be taught as far as possible by class-masters who should be in a position to study the bent and limitations of their pupils. Little boys are apt to become confused by a multiplicity of masters. In the subject-master system each subject tends to be regarded as a separate entity, remote in its bearing on other subjects.

7. In view of the fact that much of the teaching is of a good standard and that individual attention is rendered easy of attainment by the small size of each class, it is all the more disappointing that nearly half the boys have private guardians or tutors. This practice is unnecessary and therefore an extravagance. The boys also tend to lose initiative and self-reliance. The presence of large number of tutors or guardians who receive their emoluments from sources outside the college is a danger to good discipline.



8. Another defect common to the staffs of Chiefs' Colleges is that masters are ordinarily limited in experience to that gained in the particular college, in which each is engaged. In such circumstances there is a danger of falling into a groove and of becoming impervious to new ideas. An infusion of new blood becomes imperative; and precautions should be taken against lifeless and mechanical service.

The staff is divided into a number of grades, each with an incremental scale of salary. Grade promotion should not be regarded merely as a matter of right and seniority, but rather as a reward for good and improving service. A large cadre can afford a number of passengers, regrettable though this may be, but a cadre of fourteen cannot afford any passengers.

It might also be advisable to consider whether two of the junior posts should be held on short-time contracts (say) for five years. By this means a certain infusion of new blood would be guaranteed. This is particularly advisable in an institution, in which masters are rightly expected to take a vigorous part in the games of the boys. If (as might conceivably happen) the large majority of the staff became advanced in years, grave difficulties might arise.

Daly College is extremely fortunate in that all assistant masters are on contract with the Managing Committee; it is therefore immune from the grave embarrassment caused to other colleges by the continuance of a large number of the staff who are Government servants.

9. Bearing in mind the general lack of professional training and outside experience, there is need of constant supervision and discussion of teaching methods and organisation. The members of the staff should benefit by each other's experiences. I am doubtful whether there is sufficient discussion.

For example, the class syllabuses and preparation time-tables did not seem to be readily available; they should be posted in the class-rooms. Each master should be familiar not only with the extent of ground which he himself is expected to cover, but also with the progress which other classes, particularly the class above and the class below, are making. The fortnightly record of progress prepared by each master is a valuable corrective.

The Principal is considering how further developments can be introduced in this direction. Small groups or faculties of masters teaching the same or kindred subjects have been formed with a view to improving the syllabuses, to recording progress both of classes and of individual boys and to discussing possible improvements. Masters' meetings should also be held with greater frequency.

10. The college buildings benefit by their compactness, the teaching and residential blocks being in close proximity to each other. The science and library block is a valuable addition. Considerable improvement has been made in the arrangement and catalogue of books since the time of last inspection.

It may be because I visited the College in the off-season that the estate gave me the impression of lacking in colour. More flower-beds would have a brightening effect.

11. There are three categories of rooms in the boarding houses:

- (a) dormitories;
- (b) prefects' rooms; and
- (c) private rooms.

The system of private rooms, which in many cases are also tenanted by private tutors and guardians, is open to objection; the maintenance of discipline is rendered difficult thereby. A further complication is presented by the horde of private servants who frequent the boarding houses. These servants are a menace to good discipline, as the not unnatural desire of servants is to gain at any price the favour and good-will of their youthful masters. The condition of the College cannot be considered satisfactory until the organisation of the boarding houses has been recast and college servants have been substituted for private servants.

A welcome innovation is that, while they do not partake of common food, many of the boys sit at meals together. This tendency should be developed.

12. The financial position of the College is generally satisfactory.

According to the latest balance sheet the Endowment Fund amounts to Rs. 16,40,325; and the building fund amounts to Rs. 1,48,065. The college property has been valued at Rs. 13,03,393 by the Superintending Engineer, Central India.

The total receipts during the year are expected to amount to Rs. 1,80,940 against an estimated expenditure of Rs. 1,77,670. There should thus be a small credit balance as in previous years.

The main sources of income are :

	Rs.
Interest . . . . .	94,120
Government grant . . . . .	46,000
Tuition fees . . . . .	29,000

There are, however, disturbing features in the situation. The fees form only a small proportion of the total revenue; while, again, interest on endowments is a stable factor, the continuance of the Government grant after 1936 is by no means certain.

13. In some respects, therefore, the position of the College is satisfactory. The buildings and estate are fine and spacious; there is strength in the financial position; the examination results are creditable, as there has not been a single failure in the High School Examination during the last five years; the teaching, in spite of certain shortcomings, is of a comparatively high standard; the tone and spirit of the boys are improving.

14. The great problem which lies before the College is at least to maintain its present enrolment; it would be in a far healthier position if its numbers could be increased to 120. This increase would be the best form of insurance against the possible withdrawal of Government grant.

The disadvantage of attenuated numbers is perhaps more serious to a school even than that of straitened finances. With an enrolment of eighty boys distributed over as many as ten classes, teaching may easily be denied the healthy stimulus of competition and be in danger of degenerating into uninspiring private tuition. Moreover, the games and healthful activities of a school—especially if the ages of the boys vary to the extent that they do at Daly College—need a sufficiently large number of boys so as to be divided into groups in accordance with their ages and competence.

In addition, reduced numbers would entail impoverished finances. Whereas the enrolment of the College could be materially increased without additions to the staff and the increased fees would be available for further developments, a reduced enrolment would not be attended by any material reduction in the staff. A reduction in fee revenue would therefore have to be compensated by a reduction in efficiency, which in its turn would result in a still further reduction in enrolment. The present standard of efficiency must at least be maintained; this is fundamental to the well-being of the College.

15. Though the decline in enrolment has not been as rapid as in certain other colleges, there has been a tendency for numbers to drop :

Year.	Enrolment.	Withdrawals.	Admissions.
1929-30 . . . . .	85	10	21
1930-31 . . . . .	90	6	10
1931-32 . . . . .	78	17	8
1932-33 . . . . .	79	11	12
1933-34 . . . . .	78	9	8

Though the present Class IX is model and a happy augury for the future, there is a marked variation in the ages and attainments of pupils in the other classes, as is shown by the following figures :

Class.	Number of kumars.	Ages.	Extreme ages.	Average age.
I.	5	18, 10, 20, 21, 21 . . . .	18—21	19.8
II	7	16, 17, 17, 18, 18, 19, 20 . .	16—20	17.86
III-A	8	13, 15, 16, 17, 18, 19, 19 . .	13—19	17.0
III-B	7	13, 15, 15, 16, 16, 16, 17 . .	13—17	15.43
IV . .	8	13, 13, 14, 14, 14, 14, 14, 18 . .	13—18	14.25
V . . .	7	12, 13, 13, 15, 15, 15, 16 . .	12—16	14.14
VI	8	12, 12, 13, 13, 14, 14, 15, 15 . .	12—15	13.5
VII	12	9, 9, 10, 11, 12, 12, 12, 13, 13, 13, 14, 14 . . . .	9—14	11.83
VIII	8	9, 9, 9, 9, 11, 11, 11, 13 . . . .	9—13	10.25
IX	8	8, 8, 9, 9, 9, 9, 9, 9 . . . .	8—9	8.75

There are strong indications that unsuitable boys have been admitted or have been allowed unduly to prolong their stay in the College, much to the disadvantage of the College ; but so long as every new admission is of vital importance in order to keep up enrolment, the temptation to grant admissions irrespective of suitability must be almost overpowering.

A laudable attempt has been made to correct this defect in Class III which is split into two divisions with the object of separating the more intelligent from the duller boys. The continuation of this practice and, most certainly, its extension would not be feasible with a reduced enrolment.

My colleague, Mr. Fitze, is far more qualified than I am to suggest whether an increased enrolment can be anticipated from the normal field of recruitment. I am myself driven to the conclusion that it is unlikely. The pinch of financial depression has affected in particular the land-owning classes ; and competition from other types of institutions is growing apace. Though it is a far cry from Indore to Dabra Dan, the institution of the Das Public School may have adverse effects on the enrolment at Indore. There is urgent need for receiving a larger measure of support from those responsible for the College and from the Old Boys' Association.

16. There is now some hope of increased support from another direction. In drawing up the new constitution, an innovation of great importance was introduced. The rules of admission were then made less rigid, and sons of " Indians of high birth, family and social status " have been made eligible for admission. Provided that such admissions are made with care and provided that the interests of the original supporters of the College are in no way infringed, this innovation may be productive of much good, not merely by providing a much-needed increase in enrolment but also by widening the horizon of the College. School life loses much of its flavour, if it is spent in a narrow and restricted atmosphere.

17. It is also necessary to reduce as far as possible expenditure to the parent. In this respect also, Daly College is more fortunately placed than certain other colleges.

In the first place, there is no wide variation in the rates of fees. Tuition fees vary only in respect to the school class, in which each boy is enrolled. They range from Rs. 300 to Rs. 600 a year, *plus* an annual fee of Rs. 45 for books and stationery.

In the next place, the other expenses, though possibly high, compare favourably with those elsewhere. It is calculated that a boy can live for a school year on Rs. 905. Thus, with the addition of tuition fees, the total expenditure would range between Rs. 1,200 and Rs. 1,500 a year. The expenditure of many boys, however, often reaches a much higher figure.

The reduction and (if possible) the total elimination of private tuition, the substitution of college for private servants, the expansion of the dormitory system and of common messing, which are beneficial in other directions, become all the more beneficial as a means of reducing expenditure.

18. An important innovation made during the year has been the decision to present candidates for the Diploma examination in place of the High School examination conducted by the Board of High School and Intermediate Education, Rajputana, Central India and Gwalior.

Though, on the one hand, the Diploma examination may not carry sufficient weight in the university world, especially overseas, it has the great advantage of flexibility. Salutory changes in the curriculum are not impeded by complicated procedure. Bearing in mind that the main objects of Chiefs' Colleges are to provide "the proper training of future Rulers of Indian States, and of others who may be expected to exercise an influence on their administration", I am doubtful whether sufficient benefit has been reaped from this advantage; and I feel that the courses of study should be attuned to the main object in view.

For example, the scope of the history course should be reduced by the exclusion of a comparatively detailed study of early English history and of much that must be almost meaningless to Indian boys, and more attention should be paid to the subject of Administration, to simple lessons in the theory and practice of government. Similarly, the admirable start which has been made in nature study and agriculture might well be developed so that the influence of the farm and garden shall permeate the life and teaching of the place. It is at least something that boys, who had hitherto shown little aptitude for their normal studies, have already shown considerable competence in the work of the farm.

I shall be glad to receive suggestions from Daly and other colleges with a view to making changes in the course. I cannot think that the present course is such as to carry out the objectives of these colleges as now defined.

19. I am not a little disappointed that only a few of the boys, after leaving College, obtain service in the administrations of the States concerned. In view of this defect, the College is not carrying out one of its most important functions. This aspect should be carefully considered.

G. ANDERSON,

*Educational Commissioner with the  
Government of India.*

*Dated the 8th May 1934.*

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My interest in and admiration for Daly College date from 1921 when I first held an official appointment at Indore, and I regard it as a great privilege to be associated with Sir George Anderson in this year's inspection.

2. In its primary capacity of affording education and training to future Rulers of Indian States the College may well be proud of its past record. As regards its opportunities for carrying on this tradition at the present time, the situation is much the same as that recorded in some detail in Mr. Egerton's inspection note for 1933. That is to say, there are at the College about 13 pupils upon whom the responsibilities of Rulership will one day rest. Having regard to the number of such boys now in Central India this is a fairly satisfactory record, but it should be mentioned that it is largely due to the considerable number of States now under minority administration and that there are some rather conspicuous absences.

3. Of the remaining 64 pupils it seems that considerably less than half are, or will become, proprietors of landed estates with some degree of administrative responsibility and with sufficient inherited resources for their own maintenance. There remains a residue of about 40 boys who in varying degrees will be confronted with the necessity of making their own way in the world, failing which they may degenerate into useless loafers dependent on their more fortunate relatives.

4. It will be seen from the above that the status and worldly prospects of the pupils at Daly College reveal a degree of variation no less striking than their ages, which vary from 8 to 21. Even among the actual Rulers now under training there are immense differences as regards the nature and resources of the States over which they will rule. The revenue of one will be something like Rs. 20 lakhs; that of another will be barely Rs. 10,000. But perhaps the most important point which emerges from this very cursory analysis is that the majority of the pupils will have to make their own careers. It is, in my opinion, not to be expected that recruitment of boys from Central India absolved by inheritance from this necessity could ever be on a scale sufficient to fill the College. It is in fact gratifying that the College enjoys the opportunity of fitting so many boys for a useful and self supporting career and thus benefitting the States by converting potential parasites into suitable local candidates for administrative employment within their bounds or elsewhere.

5. As to how far this opportunity has been availed of in the past it would be dangerous to dogmatize. I regret, however, to have to record that I have received from various quarters the impression that Daly College is regarded as a rather hopeless avenue towards remunerative employment. Among my numerous friends and acquaintances among the old boys there are lamentably few who are earning their own living. Dewanships and other high posts in the States seldom come their way.

6. It seems therefore very desirable that the obviously necessary effort to increase recruitment, on which Sir George Anderson has laid so much stress, should take the form of an attempt to look as much to the future as to the present of each individual boy and to make Daly College a natural recruiting ground for public servants. The end in view will never be attained by relying solely on the good will of Rulers, the good offices of Political Agents and a recurring crop of 'minorities'. But if it once gets about that Daly College is a good avenue for securing employment for 'younger sons' the problem of recruitment will be solved.

7. The field of possible employment is wide. It is not restricted to the States. Now that the recruitment of Officers for the Army, the Indian Civil Service and the Police is so largely carried on in India, it seems to me that there is a great opportunity for the Chiefs' Colleges to do their share in providing qualified candidates. Much of their raw material is of admirable quality, and in their specially selected European Staffs they have a most valuable asset which should make for success in tests which, I believe, are largely dependent on personal interviews, *viva voce* examinations, etc. Now that the essential unity of all India is expected shortly to find practical expression in a federal constitution, it seems vitally necessary that every opportunity should be afforded to enable the scion of aristocracy from the States to play their part in the all India field, and the Chiefs' Colleges would stand condemned if they failed to become a most important instrument to that end. In fact, the time has come to supplement the definition of the 'primary function' of the Colleges as formulated by the Government of India in 1931 by an authoritative pronouncement of the new secondary function indicated above.

8. I have no pretensions to be an educational expert and cannot attempt to indicate how the present curriculum should be revised in order to fulfil the object which I have defined. I realize, however, how difficult it might be to combine the two objects of training future Rulers and turning out successful candidates for competitive examinations. Sir George Anderson indicates that the present curriculum is too academic for the first of these objects. Experience seems to show that it is not too well suited for the second. I can only suggest that a suitable body of experts should be convened with a view to its radical revision. If it be found that one and the same curriculum cannot adequately serve both the objects, it might be practicable to have two separate courses of study, at least in the highest classes.

9. In the meantime, I have one or two practical suggestions to offer:—namely (1) that every effort be made through those Princes who are closely associated with the College by virtue of membership of the Working Committee, and also through the old boys association, to provide employment in

States for those old boys who desire and are fitted for such a career ; (2) that the Principal and his lieutenants should make it their business to acquaint themselves with the worldly prospects of all boys joining the College and to bear that factor in mind throughout the College career of each boy; and (3) that one of the European staff should be charged with the responsibility of keeping in close touch with the authorities at the Indian Sandhurst and with the Secretary of the Public Service Commission, so that full information may always be available as to the qualifications for entry into the All-India Services. If any boy is deemed likely to secure such entry and his parent or guardian desires that he should do so, it is obviously desirable that the objective should be defined and kept in view from the earliest possible stage of his education.

K. S. FITZE, J

*Political Agent in the Southern States of Central  
India and in Malwa.*

*Dated Indore, the 14th May 1934.*

### RAJKUMAR COLLEGE, RAJKOT.

I visited Rajkumar College, Rajkot, on Wednesday, Thursday and Friday, the 4th, 5th and 6th April, 1934. His Highness the Maharaja of Dhrangadhra, in his capacity as a member of the College Council, and Lieutenant-Colonel J. de la Hay Gordon, in his capacity as a political officer, were associated with the inspection. The task of inspection was much facilitated by the statistical and other information, which had been prepared by Mr. E. A. W. Plumptre, the Principal.

2. The College is fortunate in certain respects. It has a fine record of past achievement, and many old Kumars have gained eminence and distinction in varying fields of activity. The College buildings escape the ornate grandeur of many buildings elsewhere ; they combine beauty and dignity with professional convenience ; the class-rooms are bright and airy ; I was particularly charmed by the well-proportioned and spacious hall, which is adorned by portraits of those who have done good service to the institution. The College has also received strong financial support. The endowment fund amounts to as much as Rs. 10,43,100 in invested capital ; in addition, there are the buildings and property, which have not been valued ; the Kathiawar Chiefs have taken upon themselves to make up the annual deficit and, in addition, decided a few years ago to surrender the Government of India grant of Rs. 10,000.

In these circumstances, I am the more grieved that I cannot write in optimistic terms about the present position of the College. I desire, however, at the outset to express my opinion that the present Principal has worked hard to restore the position and has introduced important reforms.

3. In addition to the special masters such as a cricket coach, a riding master, a gymnasium master and so forth, the teaching staff consists of the Principal and seven assistant masters. There are also two wing masters, whose duties are confined very largely to the care of the boarding houses.

This provision of staff is over-generous for an enrolment of 23 boys, but, in view of the number of school classes, the variety of subjects taken, and the varying ages of the boys, ranging as they do between nine and twenty-one years of age, it cannot be materially reduced. On the other hand, it is certainly extravagant in that the enrolment could be trobled without any further additions to the number of teaching posts.

4. In view of the comparatively high scales of remuneration, the academic qualifications of the staff are scarcely adequate ; and only two masters have received professional training. Moreover, the experience of many masters is limited to that gained in a single institution. There is thus a danger of mental apathy and of masters resting content with what has passed muster in different circumstances and of becoming impervious to new methods and to new ideas. This danger has been accentuated by the excessively low enrolment which would damp the ardour of even the most enthusiastic teachers.

My fears were confirmed by my visits to the class-rooms. Much of the teaching struck me as mechanical and lacking in life. For example, the teaching of geography in the class that I inspected consisted very largely in the dictation of dreary lists of names and places which, I presume, were subsequently memorised by the boys. Very little effort seemed to be made to ensure that even the words were spelt correctly. Even where corrections had been made in the exercise books, the boys often repeated their previous mistakes.

It is by good oral teaching that the imagination is quickened and that boys are trained in mental alertness and agility, but such teaching must be efficient and needs professional skill and technique. Owing to absence of training, most of the masters are lacking in these assets; some remain satisfied with formal explanations, in which the pupils take but little part, with the formal writing of an exercise by the boys, with formal corrections, and with few effective results.

Mental arithmetic, for example, is a subject well calculated to brace the intelligence and to sharpen the wits of boys. For this purpose it is not advisable to impose upon young boys the strain of a whole period devoted to such exercises, but rather to enliven the whole teaching by short and frequent interludes of mental arithmetic. The questions should also be connected as far as possible with matters of every-day concern, matters in which the boys are themselves interested. I took the precaution of asking a few such questions in every class which I visited, but, with a few exceptions, the boys were completely at sea.

A subject which is also calculated to produce agility and alertness is physical training. I was therefore the more disappointed by what I saw in this important subject. There were examples of individual skill and capacity, but there was little unity in the squad as a whole. There was a lack of professional skill.

Though the reading of the Diploma candidates was perhaps above the average, I was not impressed favourably by the reading as a whole. The practice of private reading should also be encouraged; for this purpose the institution of class libraries (if the enrolment justifies such expenditure) is important. Such libraries should consist of books which are easier in language than the reading books prescribed for the class in order that interest in reading shall not be discouraged by unnecessary difficulties of language.

In the lower classes the reading book should be made the centre of instruction. It is desirable that the same set of readers should be used throughout the lower classes.

English should be taught very largely to the junior classes by means of oral methods. The ground should be carefully prepared for subsequent written exercises by means of oral teaching, in which the whole class would take part; and the subjects of such exercises should be closely related to those included in the reading lessons. As far as possible, especially in the junior classes, the written work should be supervised and corrected *in situ*. A small boy is far more likely to benefit by a mistake when pointed out to him at the time of commission; he is apt to regard subsequent corrections in his exercise book with feelings of resentment and to make his corrections mechanically.

5. Unfortunately, many of those suggestions are largely inapplicable to the College in its present condition for the sad reason that, owing to its minute enrolment, class-teaching has become well-nigh impossible. The class enrolment figures amply bear out this contention.

Class.	No. of pupils.	Ages of pupils.
Diploma (i) . . . . .	8	21, 19, 18, 18, 18, 16, 16, 16.
Class II B . . . . .	2	15, 15.
Class III B . . . . .	3	17, 16, 13.
Class IV B . . . . .	5	15, 15, 14, 12, 9.
Class V . . . . .		in abeyance.
Class VI . . . . .	3	15, 14, 9.
Class VII (A & B) . . . . .	2	11, 10.

With the possible exception of the Diploma class, therefore, the pupils are denied the exhilarating and healthy competition which is begotten by numbers and by good class teaching; the masters cannot but be damped in their enthusiasm and be tempted towards apathy by the paucity of numbers; the whole institution is in danger of degenerating into a collection of individuals, with little incentive and with little corporate life or tradition.

But the difficulties resulting from paucity of numbers are accentuated by the very varying ages and attainments of the pupils in each class, as is exemplified by the figures above. Though the Diploma class had the advantage of being larger than the other classes, the disparity in attainments between the boys was very marked. Other classes, however, were even more unfortunate. In Class III (B), for example, there were only three boys; one had been absent for some time in consequence of serious illness; the second (a boy of thirteen) seemed to be one of the brightest in the school; the third (a boy of seventeen) has not been endowed with intellectual gifts. Class VI is in a similar position.

6. It might have been expected that, in these depressing circumstances, every advantage would have been taken of opportunities for stimulating energy among the staff, but such has not been done.

Though it should be borne in mind that masters are not provided with free residence, and though they are expected to carry out many duties outside the classrooms, the salary scales of the assistant staff are generous. In the Punjab (with which province I am familiar), for example, there are now available large numbers of well-qualified and well-trained graduates who would welcome appointments on the scale of Rs. 125—25—250. It may be, however, that the position in Bombay is less favourable in this respect, as the proportion of trained teachers in secondary schools is far lower than in the Punjab. Still, the grade of Rs. 125—25—250 should attract a number of well-qualified graduates. In the Punjab, at any rate, there are numbers of good trained teachers who never rise above a salary of Rs. 250.

I am doubtful, however, whether the creation of a post on the low scale of Rs. 75—5—100 was advisable, especially as the present tendency is for every master to receive grade promotion as vacancies arise. It may be tempting to employ a man on this low salary; but it may prove to have been a false economy when the incumbent of the post receives, as he well may, some years later, a salary of over Rs. 300.

To a far greater extent is it true that salaries in the grades of Rs. 300—25—500, Rs. 275—25—375 and Rs. 125—25—325 would now attract men of considerable eminence and distinction in the profession.

In view of these considerations, it is unfortunate that grade promotion in the past has been regarded as a matter of right and of seniority, not (as it should be) as a reward of good and improving service. Only those who possess high qualifications and a record of steadily improving service should pass beyond a salary of Rs. 250.

Similarly, annual increments should not be regarded merely as a matter of routine, but should also be earned by good and improving service. The withholding of an increment should be regarded as a warning signal of more drastic action, should improvement not be forthcoming.

Large and disproportionate annual increments are also inadvisable; as, for example, in the grade of Rs. 125—25—250. A master in this grade doubles his salary within the short space of five years; having reached his maximum, he is apt to rest on his oars and to be bereft of incentive. An annual increment of Rs. 10 would be more suitable.

7. I do not necessarily recommend a reduction in the total amounts of salaries, as it is essential that the staff should be efficient and zealous in their duties. It should also be borne in mind that, in a small cadre, promotion may be long in coming and is to some extent fortuitous. I feel, however, excessive, that grade promotion should not become automatic, that, above all, the incumbents of the posts should possess good qualifications and, as far as possible, have been trained.



8. It is also important, especially in view of the considerations discussed above, that the teaching should be well organised. It is essential, for example, that each member of the staff should know exactly what ground he is expected to cover; it is equally essential that the work of each class should be closely related and in harmony with that of the other classes. For this purpose, class syllabuses should be carefully framed, which would be a guide and a check to the masters in each class; they should also be readily available in the class-rooms. Without such a guide the work of a class is dangerously apt to become vague and purposeless.

I was therefore disturbed to find that no such syllabuses were in existence at the time of my visit, but was informed that the present Principal, immediately after taking office, had taken steps to rectify this omission. I was also pleased to hear that masters are consulting together in framing the syllabuses. Team work in this matter is essential.

When once the syllabuses have been framed, it will be important for each master to keep a careful record of the progress made from time to time in covering the scope of the syllabus. It is difficult to suggest whether a syllabus incompletely or a syllabus completed considerably before the appointed time is the more open to objection. Masters should therefore forward to the Principal periodical statements of progress.

9. The first step towards progress, therefore, is an increase in the enrolment. Not only does the present small enrolment militate against good class-teaching; it also reacts unfavourably against the development of healthy college activities. Games, for example, cannot be expected to thrive in such circumstances; and thus the boys are largely denied that valuable training in co-operative activity and in physical endurance which games are calculated to provide.

The enrolment figures are not such as to inspire confidence, especially as the largest class is the Diploma class, the members of which will soon be leaving College.

Year.	Number on roll.	Withdrawals.	Admissions.
1928-29.	39	10	5
1929-30.	40	7	8
1930-31.	35	10	5
1931-32.	29	11	5
1932-33.	26	6	2
1933-34.	23	1	1

10. The College Council have been considering this critical situation and have already adopted drastic measures.

It has been decided that the Scott College, Sadra, shall be amalgamated with the College, and that the Sadra boys shall be offered accommodation at Rajkumar College on their own scale of fees in a hostel or wing of their own, which will bear the name of Colonel Scott. It is anticipated that this amalgamation will result in the addition of between fifteen and twenty boys to the College.

A similar amalgamation of the Talukdari Girassia School, Wadhwan, is still under consideration.

11. An even more important innovation has been the decision of the College Council to cut down the expenditure of the boys by the introduction of common messing, by the elimination of private servants, by the substitution of dormitories for private suites of rooms and by insisting upon some uniformity in dress.

The existing scale of fees has also been modified and a lower scale of fees has been introduced for kumars from States with an annual income between Rs. 4,000 and Rs. 40,000. In addition, the surcharge of 25 per cent. from States outside Kathiawar will no longer be made. Further, the amounts

subscribed to the funds in memory of his late Highness the Maharaja of Navanagar and Mr. Turner will be used to provide scholarships of an annual value of Rs. 350 each for selected candidates.

An even greater benefit should be the promotion of personal economy, the development of a spirit of unity and comradeship, the enrichment of *esprit-de-corps* and corporate life.

Care should therefore be taken to ensure that the new arrangements are not only more economical, but also an improvement on the old ones. I am glad, therefore, that the College Council are considering the advisability of employing a well-qualified matron.

It is anticipated that the effect of these innovations will be a reduction in the annual expenditure of a kumar from Rs. 3,000 to Rs. 4,500 to a sum ranging between Rs. 1,000 and Rs. 2,000 according to the tuition fee paid by each.

12. The College Council have also been considering the substitution of the Matriculation for the Diploma examination, and a sub-committee (of which I am a member) has been appointed to examine this proposal.

It has been alleged that the standards of the Diploma examination are inferior to those of Matriculation. It is difficult to obtain definite proof of this contention, but there is evidence of its truth. I have appointed this year as examiners for the Diploma men who possess considerable experience of Matriculation and its standards; and have requested them to make reports on the specific question of equivalence. The examination reports and results should be awaited.

The main disadvantages of the Diploma are that it does not carry sufficient weight in the university world, especially overseas; that its standards are apt to vary; that the organisation is insufficient for the proper moderation of question papers and results.

It may well be that change in some direction may prove desirable, but I would counsel careful consideration before any change is made. If, as has been stated, the objective of this College is "the proper training of future Rulers of Indian States and of others who may be expected to exercise an influence on their administration, progress and development", then it may be inadvisable to chain its courses and methods of teaching to an examination which has a vitally different objective, and in which modifications are by no means easy of attainment. The Diploma, on the other hand, has the advantage of flexibility, and can therefore become attuned to the objective of this and similar colleges.

If, therefore, the influence of this College is to permeate the life and administration of the States, it seems worthy of consideration whether, for example, its teaching of science should not have a bias towards agriculture, whether its teaching of history should not include simple lessons on the elementary principles of administration, whether drawing and nature study should not find a prominent place. The position of English, and especially of good oral English, in this connexion is also a matter for consideration.

I have myself an open mind on the subject. I intend to forward, together with the next examination results, the reports and suggestions of examiners; I shall also invite from the colleges concerned their opinions regarding the conduct of the Diploma examination, its scope and standards, and also their proposals for improving the courses and syllabuses.

13. The College Council have therefore made an earnest endeavour to improve the position of the College, and it is hoped that their well-devised measures will meet with the success which they deserve.

I cannot resist the feeling, however, that still more remains to be done. I fully realise the disheartening conditions in which the staff have been working during the last few years, but at the same time I cannot but feel that much improvement is required.

The main obstacle to improvement is that the majority of the staff are regarded as Government servants, at any rate for the purpose of leave and pension, towards which the College pays the normal contributions.

Though, again, I realise that many great teachers have been born and not made, I feel strongly that in the generality of teachers training is essential; but it is of little value to depute for training masters who have reached middle age and have become 'set' in their ideas and methods.

It is for regret, therefore, that neither of the two masters who have been appointed by the College have received training; but one of them possesses a very valuable combination of qualifications.

I am glad that the College Council is considering the form of contract which should obtain in the case of new entrants. In a college such as this, it is necessary to provide not only for some degree of stability in the staff, but also for infusion of fresh blood. I would suggest that whereas, after a period of probation and subject to the conditions of the contracts, some of the posts should be on a permanent basis, it might be advisable to enter into short-term contracts in the case of others. A capable and trained master, after gaining experience in the College, might possibly gain promotion in some of the high schools of Kathiawar.

I am glad also that steps are being taken to constitute provident funds for new entrants. The contributions to these funds should be kept in separate accounts. I am doubtful, however, whether a pension scheme in addition to a provident fund is required. The latter is a more flexible and convenient arrangement.

G. ANDERSON,

*Educational Commissioner  
with the Government of India.*

*Dated Simla, the 8th May 1934.*

I have been associated with Sir George Anderson this year in his inspection of the Rajkumar College and it is my duty to append a section to his report to enable the Government of India to have "a clear idea of the extent to which it is fulfilling its real function, namely, the proper training of future Rulers of Indian States and others who may be expected to exercise an influence on their administration, progress and development".

2. Sir George has referred to the absence of healthy competition in class and to the danger of the College becoming a collection of individuals with no incentive and little corporate life, but this feature cannot be less marked on the playing fields, as owing to the small number of Kumars on the roll and the variation in their ages, it is not possible to have properly organised games, which in every school play such an important part in the development of corporate life, team spirit and character.

3. Colonel Tate, who was associated in the inspection last year and the year before, has referred to the handicap of small numbers and to criticism levelled at the College and the staff in particular.

It is depressing to observe that the numbers have again fallen this year from 26 to 23, and of these some 8 are in the Diploma Class and cannot be expected to remain very much longer at the College.

Sir George has referred in paragraphs 10 and 11 of his report to the measures which have been adopted by the College Council to remedy this critical situation.

The amalgamation of the Scott College, Sadra, with, or its absorption in, the Rajkumar College is now a settled fact and some 12—15 boys from the former are expected to join the latter College next term.

The amalgamation of the Talukdari Girassia College, Wadh., Rajkumar College seems unlikely to come off as the cost of educating Rajkumar College, even at the reduced scale, is likely to be beyond most of the parents who send their Kumars to the former.

The introduction of a new scale of fees similar to those prevailing in the Talukdari Girassia College for estates with incomes ranging between Rs. 30,000 and Rs. 4,000 *per annum* is likely, however, in the course of time to attract a number of boys who might otherwise have been sent to the Talukdari Girassia College.

While these measures will lead to an increase in numbers, though not very large, and should enable reconstruction to proceed, the main problem seems to be not only to arrest the decline but to attract Kumars from the States of Kathiawar.

This decline cannot wholly, or even mainly, be attributed to an absence of Kumars of educable ages in the States of Kathiawar.

A certain amount of reluctance on the part of Ruling Princes and Chiefs to send their Kumars to the College and a tendency to prefer for them an education by private tutors or elsewhere can perhaps be observed, and from the criticism which one hears and which has been referred to by Colonel Tate, this reluctance appears to be due to a sense of dissatisfaction at the existing state of affairs and a feeling that the education, discipline and training is not up to the standard expected and demanded.

It appears very necessary therefore that a complete sense of confidence in the College should be restored; Sir George Anderson has dealt at length as to how this can best be achieved and a control by the Council over its staff is perhaps a first necessity.

I feel little doubt that the earnest endeavours of the Council to improve the position will meet with success; a spectacular and sudden rise of numbers can hardly be expected, but with a gradual restoration of confidence resulting from the measures adopted by the Council and the suggestions of Sir George Anderson, the College should rise to its former level and fulfil its proper functions.

J. GORDON, *Lt.-Colonel*,  
Political Agent, Eastern Kathiawar  
Agency.